



## Thursday, June 1, 2023 AGENDA

Regular Business Meeting  
SAU 106 Boardroom

Justin Krieger, Interim Superintendent  
Katie Knutsen, Chair  
Kristin Savage, Vice Chair

1. 7:00 PM Call to Order – Chair
2. Roll Call – Clerk
3. Pledge of Allegiance
4. Approval of Minutes
5. Student, Staff & Family Share
6. Delegates and Individuals
7. Student Representative
8. Current Business
  - a. 7:05 PM Request for Special Meeting - ACTION
  - b. 7:10 PM Envirothon: High School International Travel – ACTION
  - c. 7:15 PM Second Read: HS Writing Portfolio Curriculum – ACTION
  - d. 7:20 PM Tennis Courts Request – INFORMATIONAL/ACTION
  - e. 7:25 PM Background Check Fee for Temporary Workers – ACTION
  - f. 7:30 PM Transportation Contracts – ACTION
  - g. 7:35 PM Position Title Change – ACTION
  - h. 7:40 PM Enrollment Update - INFORMATIONAL
  - i. 7:45 PM Data Governance Plan – ACTION
  - j. 7:50 PM Technology Plan - ACTION
  - k. 7:55 PM Strategic Plan – ACTION
  - l. 8:00 PM Policies – ACTION
9. 8:05 PM Administrator’s Report
10. 8:10 PM Personnel Report
11. 8:15 PM Committee Reports/Reports of the School Board
12. 8:20 PM Other Business
13. Nonpublic Session

DATE	TIME	LOCATION	TYPE OF MEETING
June 15	7:00 PM	SAU Boardroom	Regular Business
July 20	7:00 PM	SAU Boardroom	Regular Business
August 17	7:00 PM	SAU Boardroom	Regular Business



**1-3. Open Meeting**

**4. Approval of Minutes** (2 sets: May 18<sup>th</sup> Regular and Nonpublic meeting minutes)

**5. Student, Staff & Family Share – Kurt Schweiss et al. to present**

**6. Delegates and Individuals**

**7. Student Representative – Armaan Anthony**

**8. Current Business**

**a. Request for Special Meeting**

**b. Envirothon: High School International Travel**

Motion to act on the student trip request to travel to New Brunswick, Canada for the National Conservation Foundation Envirothon competition.

**c. Second Read: HS Portfolio Writing Curriculum**

Motion to act on the second read of the High School Portfolio Writing curriculum revision by adding a Reading Information competency and removing the Reading Literature competency.

**d. Tennis Courts Request**

Provided is an executive summary regarding the condition of the tennis courts. If the Board decides, a motion can be made to utilize funds to renovate the tennis courts.

**e. Background Check Fee for Temporary Workers**

Motion to waive policy GBCD for full-time students who will be working temporarily during summer breaks.

**f. Transportation Contracts**

Motion to act on the Non-Special Education and Special Education Transportation contracts that will be provided by First Student.

**g. Position Title Change**

Motion to act on changing the title of Literacy Specialist to ELA Instructional Coach.

**h. Enrollment Update**

Provided is an updated enrollment summary submitted by Mrs. Canotas.

**i. Data Governance Plan**

Motion to act on the first read of the 2023 Data Governance Plan; this plan is brought to the Board yearly for reaffirmation.

**j. Technology Plan**

Motion to act on the first read of the 2023-2028 Technology Plan; this plan is brought to the Board every five (5) years.

**k. Strategic Plan**

Motion to act on the second read of the 2023-2028 Strategic Plan.

**l. Policies**

Motion to act on the second read/adoption of policies GBCE and IJOC. No changes have been made since the first read.

**9. Administrators' Reports**

Mr. Krieger and Mrs. Allaire to present.

**10. Personnel Report –**

**a.** Motion to act on the nomination and resignations of staff on the June 1, 2023 Personnel Report.

**b.** The vacancy report follows.

**c.** To include in the meeting minutes, please read aloud the names provided on the two electronically-signed personnel reports dated May 22, 2023 and May 25, 2023.

**11. Committee Reports/Reports of the School Board**

**12. Other Business** – Board members to provide agenda items for future meeting consideration.

**13. Nonpublic Session** – If needed.



# Upcoming Agenda Items

Description	Month
Report of Unsigned Employee Contracts	June
Board Goals	June
SAU Organizational Chart	June
Data Governance Plan Second Read	June
Enrollment Update	June
CTE Update	June
First Day of School	June
PAC Proposed Schedule	June
Tuition Rates	June
Policy DAF	June
Facilities Projects	July
Anticipated Enrollment	July
Food Service Agreement	June/July
Summer Projects	July

# **DRAFT – NOT APPROVED**

Note: When feasible, TRSB meetings are videotaped. These meeting minutes reflect only a basic summary of the meeting topics, discussion, and action. The Vimeo recording of this meeting can be viewed at: <https://vimeo.com/trsd>  
Materials presented at the board meeting may be viewed at: [School Board Meeting Agenda Materials](#)

## **Timberlane Regional School Board Meeting Minutes**

**Regular Board Meeting  
May 18, 2023  
7:00 PM**

**Superintendent's Office  
30 Greenough Road  
Plaistow, NH**

### **Call to Order**

#### **Board Members Present**

Donald Woodworth, Jack Sapia, Paul LeCain, Brienna Woodworth, Kim McCormick, Shauna Manthorn (arrived at 7:35), Katie Knutsen, Kristin Savage (arrived at 7:24), Mark Sherwood  
Excused Absence: Christopher Kellan

#### **Seated at the Board Table**

Justin Krieger, Interim Superintendent  
Sandra Allaire, Acting Assistant Superintendent  
Matthew LaBelle, Student Representative

#### **Administrators Present**

Mark Pedersen, Director of Secondary Curriculum  
Lucy Canotas, Director of Elementary Education  
Maria Watkins, CFO/Business Administrator  
Fran DeCinto, Director of Human Resources  
Lisa Oliver, Assistant Business Administrator

### **APPROVAL OF MINUTES**

**MOTION: Mrs. Manthorn motioned to approve the May 4, 2023 public minutes as amended. Seconded by Mr. Sapia Motion passed: 6-0-1 (Mr. LeCain abstained)**

**MOTION: Mr. Sapia motioned to accept the non-public minutes of May 4, 2023. Seconded by Mrs. Woodworth Motion passed: 6-0-1 (Mr. LeCain abstained)**

# **DRAFT – NOT APPROVED**

## **STUDENT, STAFF & FAMILY SHARE**

Mr. Krieger introduced Allie Galvin, a student at Timberlane Regional High School who will speak to her experiences and what she has learned when she was writing her thesis. A short video was shown of her teacher briefly previewing her research paper. Her topic centered on the idea that schools need to do more around mental health. She described her research and explained when she was finished; she had learned it was not that schools need to do more around mental health, but that schools need to be provided more resources to help students with mental health. The Board members then had the opportunity to ask her questions and they thanked her for her presentation.

## **DELEGATES AND INDIVIDUALS - none**

## **STUDENT REPRESENTATIVE**

(Mrs. Savage arrived at 7:24 pm)

Matthew LaBelle highlighted past and upcoming events in the school district. The high school Student Council Banquet was held Monday night and awards were given out. Fatal Reality happened today in the PAC. Prom will be on May 19th. May 26<sup>th</sup> will be Theater and Arts awards. Science and Engineering Annual Conference will be held on May 23<sup>rd</sup>. Students at Atkinson Academy, Sandown Central, Sandown North and the middle school have finished their NHSAS testing this week. There are several upcoming field trips scheduled. Sandown Central welcomed their Student Principal for the Day. He announced this will be his last meeting. He thanked the Board members and wanted to especially thank Mrs. Savage and Mrs. McCormick for their support and thanked teachers who have helped him along the way. He will be attending Plymouth State University with a major in Psychology. He introduced Armand Anthony as the new student representative who will begin his role on June 1<sup>st</sup>.

(Mrs. Manthorn arrived at 7:35 pm)

## **CURRENT BUSINESS**

- a. Introduction of Early Childhood Special Education Coordinator

Mr. Krieger introduced Kim Rivers who has been nominated as the Early Childhood Special Education Coordinator. Mrs. Rivers provided some background on herself. She comes to the District with 22 years of experience in education. She stated she always wanted to return working with preschool in an administrative role. She also mentioned in regards to the mental health pieces, the idea that she could have an impact some change when kids are three years old is very exciting for her.

## **DRAFT – NOT APPROVED**

### b. Enrollment Update

Mrs. Canotas presented her latest elementary enrollment projections for the 23/24 school year. She will present updated “final” numbers to the Board in June and again in August. She noted that staff have already been reallocated, and one open and vacant position repurposed, to meet class size policy. They are monitoring the numbers constantly and they have changed only by one or two students.

The Board reviewed the pressure point grades that are nearing the maximum number of students in a class.

Mr. Sapia asked if there is a correlation between class size and academic achievement. Mrs. Canotas explained, based on her research, the number of students isn’t as much as a factor as is the delivery of education.

Mrs. McCormick asked if they take into account identified students when the classes are at maximum capacity. Mrs. Canotas said they look at the student’s needs when it comes to class placement.

Mrs. Savage is looking at the equity issue of some schools having higher class sizes than others. She questioned whether we are giving parents an option of sending their child to another school in the district if a smaller class size is important to them. Mrs. Canotas stated she has not run into that issue. Mr. Krieger stated that option does exist.

The Board discussed this option and Mrs. Allaire added that this is a complex issue.

### c. Repurposing Job Positions

Mr. Krieger explained there are 6.4 professional positions across the District identified as “open and vacant.” These are positions that are not currently posted for hire, because there is not an identified staffing need specific to each job title. Administration is requesting to repurpose 5.5 of those 6.4 positions. This request has zero impact on the budget. He stated these requests are part of a larger, more comprehensive allocation of District resources to meet identified needs.

Mr. Krieger provided a breakdown by position in the repurpose request. They are requesting a .5 social worker at TLC and Sandown North, which would be added to an existing .5 position to make one full social worker. One social worker at the middle school and one social worker at the high school. One math specialist at Pollard School and one interventionist at the elementary level. Also, one Student Support Coordinator for the middle and high school.

## **DRAFT – NOT APPROVED**

**MOTION: Mrs. McCormick motioned to repurpose 5.5 positions as proposed in the Executive Summary. Seconded by Mrs. Manthorn. Motion passed 9-0-0**

Mrs. Allaire stated these are professional staff positions. The Board discussed some options if they needed some other positions due to enrollment. Mrs. Allaire said she is confident they are adequately staffed in all content level at the middle school and high school.

d. High School Curriculum

Mr. Pedersen presented a proposed revision to Portfolio Writing, which is a half-year English elective. The main purpose of the proposed revision is to add the Reading Information competency to the content competencies of the course and remove the Reading Literature competency, as it is not a main focus of the course. This elective is offered to juniors and seniors.

**MOTION: Mrs. Savage motioned to accept this proposed revision as a First Read. Seconded by Mr. Sapia. Motion passes 9-0-0**

e. Projection for Year-End Balance

Mrs. Watkins presented the FY2023 Projection as of May 4, 2023. She reviewed the budget lines with the Board. There is an Expense Variance of \$850,000. She reviewed the Revenue Variance of \$450,000. The Projected Surplus amounts to \$1,300,000.

Mr. Sapia asked if that money could be used toward the projects they have. Mrs. Watkins said they could.

Mrs. Savage let the Board know there was a discussion during the Facilities meeting about how their tennis courts are in deplorable condition and they won't be able to be played on next year. The cost to replace the tennis courts would be \$400,000. She asked the Board to give this some thought for the next meeting. She has concern over getting a contractor for the courts this year.

Mrs. Watkins can find out when the work could be done. When the courts are fixed right, they can get 25 years out of them.

Mr. Sapia recommends holding the money for next summer.

Mrs. Woodworth would like to see solar panels installed. Mr. Sapia explained that is a large project costing \$5 to \$10 million. Mrs. Woodworth said solar is in the CIP.

## **DRAFT – NOT APPROVED**

Mrs. Watkins explained they will have to go out to bid for the courts unless the Board waives that policy. There are only two companies who could do the work and the District would need a signed contract before June 30<sup>th</sup>.

Mrs. Savage requested to have any other recommendations for projects they are not aware of, in addition to the two projects they talked about tonight, be brought to the Board at their next meeting in order for them to make an informed decision. Mrs. Watkins agreed.

Mrs. McCormick asked what the tuition revenue includes. Mrs. Watkins stated that the revenue comes from preschool and full day kindergarten tuition.

### f. Increase in Meal Prices

Mrs. Oliver presented this to the Board. She explained they have to do an annual report called a Paid Lunch Equity Tool and submit it to the federal government to show them we are looking at the prices and are being paid the right amount for our meals. In order to generate enough revenue to offset the rising Food Service operating costs, District Administration is requesting paid lunch prices be increased by \$0.10 starting in the 2023-2024 school year for the elementary, middle, and high school.

**MOTION: Mr. Sherwood motioned to accept the \$0.10 increase to the lunch price across the District. Seconded by Mr. Sapia. Motion passed 9-0-0**

### g. Budget Transfers

Mrs. Watkins presented a budget transfer request in the amount of \$38,000. This amount would be for the purchase 200 tables and chairs for a number of different events. They have been renting tables and chairs and believe the District could break even after two to three years if they were to purchase comparable tables and chairs instead of renting them.

Mr. Pedersen stated they have a place to store them. There is a storage room in the P.E. locker room area that was the old boiler room. He said Karl Ingoldsby is confident the space will accommodate them.

Mr. Woodworth wanted to know what the cost would be to prepare that area for the storage. Mr. Pedersen stated they would only have fix the door and have it be a locked door.

**MOTION: Mrs. Woodworth motioned to accept the tables and chairs in the amount of \$38,000. Seconded by Mr. Sherwood.**

Mr. Sapia believes it would be better to continue renting them because of the limited storage space, the maintenance, cleaning and moving them around.

## **DRAFT – NOT APPROVED**

Mr. Woodworth stated that renting can be unpredictable and, at times, may not be available to rent when they need them. He agrees with purchasing them, he just wants to make sure they have the space to store them.

Mrs. Woodworth withdrew her motion. Mr. Sherwood withdrew his second.

It was the consensus of the Board to have Mr. Ingoldsby attend the next Board meeting to answer some questions for clarification.

Mrs. Watkins presented a budget transfer request in the amount of \$185,000 which is an estimate. The reason for this request is that they have had to contract with multiple agencies for staff to meet compliance regulations. They have not been successful in hiring candidates for the open positions.

**MOTION: Mr. Sapia motioned to accept the budget transfer request in the amount of \$185,000 as specified in the CFO/BA’s budget transfer request dated May 18, 2023. Seconded by Mrs. Savage. Motion passes 9-0-0**

### h. Policies

The Board reviewed Policy GBCE, IJOC and KF as a First Read and Policy JFAC as a Second Read.

Mr. Krieger informed them of the changes/recommendations for these policies. There was some discussion on the Volunteer policy IJOC. Mr. Sherwood asked about the requirement for a background check. Mrs. Allaire assured the Board there hasn’t been any difficulty finding volunteers. She stated the background check is good for one year.

Mr. Sapia referred to Policy KF Use of School Buildings and Facilities. He referred to the section that states a group or individual needs to complete the online request no less than two weeks prior to the time the facilities are needed. Mrs. Savage suggested adding a line to the end of Policy KF stating the Superintendent may authorize to waive or adjust the rental fees and the timeline requirement. She stated they want a two-week notice, but if their request falls short of two weeks due to certain circumstances, they want to give the Superintendent the authority to make the decision.

Mr. Krieger referred to Policy JFAC and explained why they needed to add stipulations for students who are Grade One eligible but are requesting to enroll in Kindergarten.

## **DRAFT – NOT APPROVED**

**MOTION: Mr. Sapia motioned to accept Policy GBCE, Policy IJOC, and Policy KF as a First Read and accept Policy JFAC as a Second Read. Seconded by Mrs. Manthorn. Motion passes 9-0-0**

### **ADMINISTRATORS' REPORT**

Mrs. Allaire stated all grades 3 through 8 are wrapping up their State Assessment testing. The NH Department of Education has a new parent portal where the student assessment results will be provided to the parents electronically. She stated there is support for parents needing assistance with this. Parents can also request a paper report from the District.

Mr. Krieger will be at the middle school tomorrow with Mrs. Allaire from 8:00-9:30 for the “Make a Difference Project” and invited the Board members to attend if they are available to do so.

### **PERSONNEL REPORT**

The following professional nominations were electronically approved on May 8<sup>th</sup>. Sarah Cote, 5<sup>th</sup> Grade Teacher at Sandown North Elementary School. Brittany Grant, Occupational Therapist at Sandown North Elementary School, Katherine Mittica, 5<sup>th</sup> grade teacher at Sandown North Elementary School.

The following professional resignation was electronically approved on May 8<sup>th</sup> for Marisa E. Lerner-Lam, Spanish Teacher at Timberlane Regional High School.

The following administrative nominations were electronically approved on May 10<sup>th</sup> for Kim Rivers, Early Childhood Education Coordinator at Sandown Central School.

The following professional nomination was electronically approved on May 10<sup>th</sup> for David Morochnick, Mathematics Teacher at Timberlane Regional High School.

The following professional resignation was electronically approved on May 10<sup>th</sup> for Kelly Lennon, 2<sup>nd</sup> grade teacher at Danville Elementary School.

**MOTION: Mrs. Manthorn motioned to accept the professional nominations for Sherry LeBlanc, Special Education Teacher at Pollard Elementary School, Emily Valentino, Special Education Teacher at Pollard Elementary School, Carly Weinand, Grade 4 teacher at Atkinson Academy, Patrick McAndrews, Special Education Teacher at Timberlane Regional High School. Seconded by Mr. Sherwood. Motion passes 9-0-0**

## **DRAFT – NOT APPROVED**

**MOTION:** Mrs. Manthorn motioned to accept the following professional resignations and thanked them for their time in the District. Eric Constantineau, English Teacher at Timberlane Regional High School, Kelley Graham, Special Education Teacher at Danville Elementary School, Andrew Riccardi, Special Education Teacher at Timberlane Regional High School, Elizabeth Sanborn, Special Education Teacher at Timberlane Regional High School, Wendy Bibeau, Business/Technology Teacher at Timberlane Regional High School, Lisa Furman, Grade 1 Teacher at Danville Elementary School, Christine Cina, Speech/Language Pathologist at Pollard Elementary School, Emily Beaulieu, Special Education Teacher at Pollard Elementary School, Sarah Ommen, Speech/Language Pathologist at Timberlane Regional High School and at Timberlane Middle School. Seconded by Mr. Sapia. Motion passes 9-0-0

**MOTION:** Mrs. Manthorn motioned to accept the renomination of Jeffrey Runions, Science Teacher at the Timberlane Middle School. Seconded by Mrs. Savage. Motion passed 9-0-0

### **COMMITTEE REPORTS**

Mrs. Woodworth – Strategic Committee will be meeting soon.

Mr. Krieger – Safety Committee will be drafting a timeline for the roll out to work with students and they will be planning how they will be updating new hires and anyone they missed in the first training cycle.

Mr. Sapia – The Construction Committee met and was well attended including three people from EEI and it was extremely informative. Preliminarily, they think structurally everything is fine. They will also come back to us with some alternatives to mitigate the cracking which they believe is superficial. They will start the middle school and finish it this summer. One thing that came up was how much money the Board wants to keep putting into Sandown Central and if they have a long-term plan.

Mr. Woodworth – The Curriculum Committee will be meeting in June.

Mrs. Savage – Facilities Committee met and things are moving forward.

### **CORRESPONDENCE**

No correspondence

### **VENDOR AND PAYROLL REGISTERS**

No Vendor and Payroll registers

# **DRAFT – NOT APPROVED**

## **OTHER BUSINESS**

Mr. Sapia announced this is National Police Week and he thanked them for all they do.

Mrs. Knutsen announced the Board will be going into non-public session and will not be coming back into public session.

**MOTION: Mrs. Manthorn motioned to enter non-public under 91-A:3, Paragraph II (c) Matters which, if discussed in public, would likely affect adversely the reputation of any person, other than a member of the public body itself, unless such person requests an open meeting. This exemption shall extend to any application for assistance or tax abatement or waiver of a fee, fine, or other levy, if based on inability to pay or poverty of the applicant. Seconded by Mrs. Woodworth. Motion passed 9-0-0**

The Board was polled:

Mr. Woodworth – yes Knutsen – yes Manthorn – yes Mrs. Woodworth – yes Savage – yes McCormick – yes LeCain – yes Sapia – yes Sherwood – yes

The motion carried 9-0-0 to enter non-public at 9:37 PM.

Respectfully submitted,

Linda Mahoney  
Recording Secretary

**Approved by the School Board on**



## EXECUTIVE SUMMARY

June 1, 2023

### National Envirothon Competition Travel Proposal

This executive summary is to seek TRSB approval for overnight and international travel as per Policy IJOA 'Student Trips'.

Timberlane Team A won first place at the New Hampshire Envirothon competition at NHTI in Concord on May 16, 2023. And as such, winning teams from each participating state and province advance to the National Conservation Foundation Envirothon (NCFE) to compete for national recognition, scholarships and prizes. Our team has been asked to represent New Hampshire in Canada at Mount Allison University Tantramar (Sackville), New Brunswick, Canada from July 23<sup>rd</sup>-July 29<sup>th</sup>.

Envirothon is a competition on ecosystem-based knowledge and takes place yearly throughout the United States and Canada. Students prepare and learn about five different topic areas; aquatics, forestry, soils, wildlife and current environmental issues. Through their preparation, they develop skills in teamwork, conservation, resource management and ecology. At the competition, expert practitioners in the field test students' knowledge as they rotate through paper-based and hands-on tests in each of the topic areas. This year, the current environmental issue was "adapting to a changing climate." Students worked together to learn about the effects of climate change in our local community and proposed mitigation strategies to protect citizens and environments from more detrimental effects.

This is a great opportunity for students to experience a new environment, work with peers from many different areas of the US and Canada, and gain exposure to many different ecology-based careers through networking with professionals. Details can be found below and in the accompanying literature.

**Dates:** July 23, 2023- July 29, 2023

**Location:** Mount Allison University, Sackville, New Brunswick Canada

**Costs:** Approximately \$1500 for rental car and fuel. All registration, lodging and meals are paid for by the NH Envirothon Organization.


**Chaperones:** Dr. Joy Fraga Muller, Kim Workinger, male chaperone TBD

**Accommodations and Meals:** Teams will be staying at Mt. Allison University in one of two residence halls. Single Shared ensuites, single private ensuites, singles with private community bathrooms, or double ensuites. Meals will be provided by Mount Allison University dining hall.





# NH School Administrative Unit 106 | Timberlane Regional School District

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 Timberlane.net

 @TimberlaneRegional

 @TimberlaneRSD

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## Itinerary:

Day	Event/competition
Sunday Jul 23, 2023	Arrive/register by 5 pm, opening ceremony and trading session
Monday Jul 24, 2023	Student training (all day)
Tuesday Jul 25, 2023	Student field tests (all day)
Wednesday Jul 26, 2023	Explore Saint John: Nature Park and Cruise
Thursday Jul 27, 2023	Oral presentation team training (AM); Sequestration and presentation preparation (PM); Games late PM
Friday Jul 28, 2023	Team oral presentations (AM); Top 3 teams final presentation (afternoon); awards ceremony (PM)
Saturday Jul 29, 2023	Check out and leave by 11 AM; Return to Timberlane by 8 PM

Respectfully submitted,

Mark Pedersen  
Director of Secondary Education  
Timberlane Regional School District

<b>Timberlane Regional School District</b>	<b>Policy Code: IJOA</b>
<b>Adopted: 10-15-86</b> <b>Revised: 05-02-91</b> <b>Reaffirmed: 02-24-05</b>	<b>Page 1 of 2</b>

## STUDENT TRIPS

Field trips designed to stimulate student interest and inquiry and provide opportunities for social growth and development are considered appropriate extensions of the classroom. To the extent that they provide the most effective means for accomplishing general curriculum objectives of the school, the building Principal may authorize field trips.

To be educationally beneficial, a field trip requires thoughtful selection, careful advance preparation of the class, and opportunities for pupils to assimilate the experience during and at the conclusion of the trip. To this end, teachers and principals will be expected to consider the following factors in selection of field trips:

- (a) value of the activity to the particular class group or class groups;
- (b) relationship of the field trip activity to a particular aspect of classroom instruction;
- (c) suitability of the activity and distance traveled to the age level;
- (d) mode and availability of transportation; and
- (e) cost.

Chaperons for field trips will be assigned at the discretion of the Principal according to the type of trip involved.

### Sanctioning Student Trips

- A. School-sponsored trips are defined as student trips that have been organized, scheduled or otherwise promoted by the School Board, Superintendent of Schools, or building Principal. Examples would be athletic trips, band trips, class trips, etc. Only those trips that are deemed to have significant educational value and that are directly related to existing educational programs shall be sponsored. Any trip involving travel of over 300 miles, overnight travel, or a overnight trip requiring a student's absence from the school building during normal school hours shall require the prior approval of the School Board. Overnight trips and/or trips over 300 miles that are held annually shall require the approval of the Superintendent rather than the school board.
- B. School related trips are defined as student trips organized; scheduled, or sponsored by a school club or other organization connected with the school whose advisor is salaried by the District or whose advisor has been appointed by the school administration. Only those trips directly related to existing educational programs shall be sponsored. Any trip involving fund-raising and/or a student's absence from

<b>Timberlane Regional School District</b>	<b>Policy Code: IJOA</b>
<b>Adopted: 10-15-86</b> <b>Revised: 05-02-91</b> <b>Reaffirmed: 02-24-05</b>	<b>Page 2 of 2</b>

the school building during normal school hours shall require the prior approval of the School Board. The building Principal or Superintendent of Schools, who may consult the Board or request general Board approval for a series of field trips or general type of field trip, may approve other school-sponsored trips.

- C. Any other trips, including those that may involve participation of students from the Timberlane Regional School District or employees of the Timberlane Regional School District that are not explicitly approved by the School Board, the Superintendent of Schools, or the building Principal in accordance with the above procedures, are not school-sponsored or school-related trips and shall not be represented as such. Planning for, recruitment of participants for, or any other activity related to such trips shall not take place within the schools of the District or utilize District facilities unless approved by the Principal. It is the obligation of the planners of such trips to ensure that any literature about such trips, announcements of such trips, or recruiting materials for participants in such trips shall make it clear to parents and guardians, and students that the trip is being organized and sponsored by a private individual or group and not by the Timberlane Regional School District. Parents, guardians, and students must be told explicitly that the District accepts no responsibility, financial or otherwise, for the trip.

Financing Student Trips

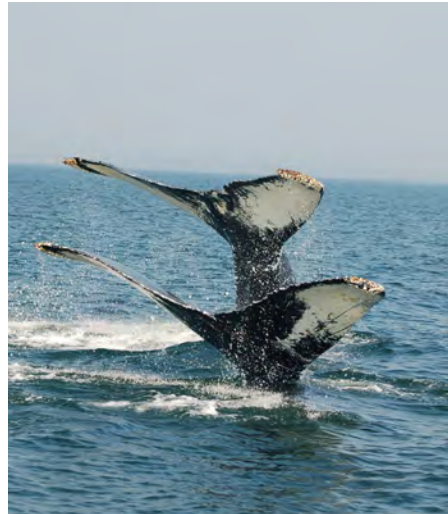
- A. The cost of school-sponsored trips shall be the responsibility of the School District and will be provided for in the regular annual budgetary process. In cases where funds are limited, the school administration may assess a fee to participating students in order to recover costs or may permit fund-raising by the student organization involved.
- B. The cost of school-related trips shall be the responsibility of the sponsoring club and/or organization. The process by which funds are raised and expended must be approved in advance by the building Principal and/or Superintendent of Schools.
- C. Solicitation is prohibited within the Timberlane Regional School District facilities or during regular school hours by Timberlane employees or students for funds for any but school-sponsored or school-related trips for which fund-raising is explicitly approved in accordance with this policy.



# NCF-Envirothon New Brunswick Event Guide 2023

## Adapting to a Changing Climate

International High School Environmental and  
Natural Resources Academic Competition  
Tantramar, NEW BRUNSWICK July 23 -29, 2023



envirothon.org  
@ncfenvirothon  
#2023ncfenvirothon



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# Welcome Message

## National Conservation Foundation



Welcome / Bienvenue to the 34th annual Envirothon competition in the beautiful maritime province of New Brunswick, Canada! The National Conservation Foundation (NCF) is excited to share this experience with all the students, teachers, guests, and volunteers that will be attending the 2023 NCF-Envirothon annual international competition this July. It will be a competition to remember and NCF would like to thank the New Brunswick Host Committee, the New Brunswick Envirothon program, the Science East Science Centre, and all the New Brunswick supporters and volunteers that will be hosting us in their beautiful province. During your stay in New Brunswick, please show your appreciation to all the dedicated individuals who have spent hundreds of hours preparing for this over the last several years.

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New Brunswick's rich and distinct culture reflects its past, present, and future. The province is Canada's only constitutionally bilingual province - meaning English and French are given equal billing! Hopefully, you will see, hear, and learn a few new French words during your stay. In addition, be on the lookout for the names of rivers, towns, and more that reflect the lasting impact of the First Nation tribes that have called New Brunswick home for thousands of years. New Brunswick is home to 15 First Nations Communities, such as the Mi'gmaq, in northern and eastern New Brunswick, the Wolastoqiyik (Maliseet), along the Saint John River Valley, and the Peskotomuhkatiyik (Passamaquoddy) in the St. Croix River watershed.

Today, forestry is the main industry in New Brunswick, and as such, the province is considered a leader in forest management. Agriculture, fishing, and hunting are other leading industries that depend on the area rich in natural resources. Together with forestry, these industries employ thousands of New Brunswick residents directly and indirectly. In addition, tourism is a large driving force in New Brunswick's economy. One site on many people's 'bucket list' is the Bay of Fundy, which has the highest tides in the world and is one of the most accessible viewing areas for marine life (with over 12 species of whales) in the world! In addition, a large portion of New Brunswick has been designated as part of the Stonehammer UNESCO Global Geopark, a distinction recognizing the region's geologic history, going back 1 billion years! All this and more will be part of the 2023 NCF-Envirothon New Brunswick competition experience.

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Congratulations to all the teams who participated in Envirothon competitions this year! Your passion and dedication will serve you during the 2023 Envirothon competition and beyond as you become conservation leaders. Your enthusiasm for conservation helps to make a brighter future for us all.

Good luck to you all and we look forward to seeing you in New Brunswick!

# Welcome Message

## 2023 New Brunswick Host Committee



Dear Students, Advisors and Guests,

On behalf of the Science East Science Centre and the 2023 New Brunswick Host Committee, we are thrilled to extend our warmest welcome to you all!

Science East Science Centre is a non-profit organization dedicated to inspiring and engaging individuals of all ages in science, technology, engineering and math (STEM) learning. Located in New Brunswick's capital city of Fredericton, Science East provides a range of educational programs and exhibits that encourages visitors to explore the wonders of science through interactive experiences. As the organizers of the Envirothon NB program, Science East and its many dedicated committee members, have been instrumental in promoting environmental education and stewardship in New Brunswick.

As you embark on this incredible journey, we invite you to discover the beauty and richness of our province's culture and natural environment. New Brunswick is a province steeped in history and cultural diversity, with a strong connection to the land and a deep respect for nature.

Tantramar, where the competition will be held, is nestled in the heart of this beautiful province, surrounded by stunning landscapes and a thriving ecosystem.

During your stay, we encourage you to explore all that our region has to offer. Whether it's a walk along our pristine beaches, a hike through our lush forests, or a visit to one of our many cultural landmarks, you'll find something to delight and inspire you at every turn.



### Temperature

The average maximum daytime: 25°C (77°F)  
The average minimum nighttime: 13°C (54°F)  
Sunny skies: 256 hours of sun during July  
Average rainfall of 92mm (3.6 inches)

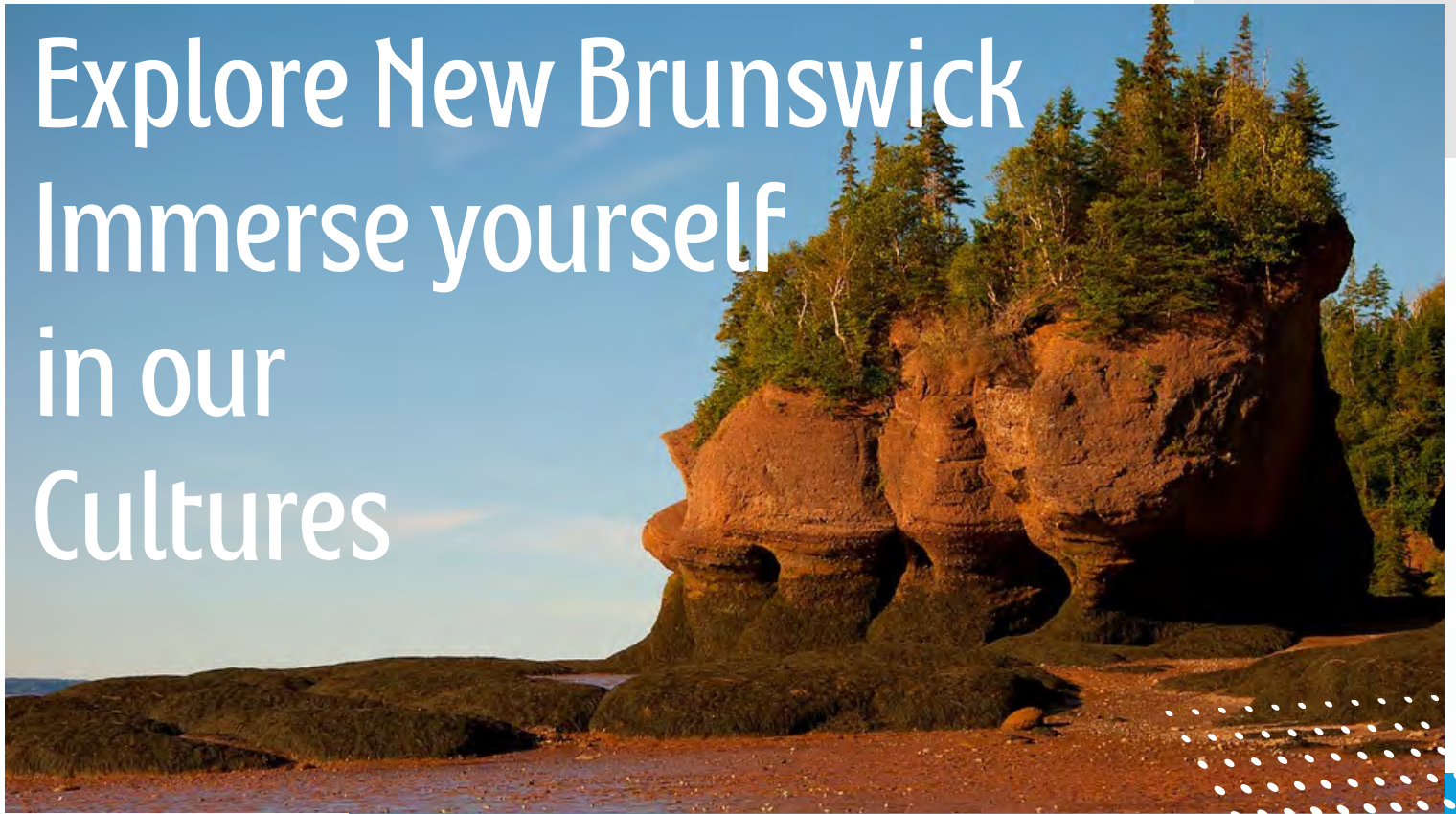
Our goal is to provide you with a memorable experience that combines the thrill of competition with the joy of adventure while making life long friendships. We hope that by the end of your stay, you'll have gained a deep appreciation for the unique beauty and culture of our province, as well as a newfound respect for the delicate balance between humanity and the natural world.

We are honoured to welcome you to New Brunswick and wish you the best of luck in the 2023 NCF-Envirothon! Let the adventure begin!

[envirothon.org](http://envirothon.org)  
[@ncfenvirothon](https://www.instagram.com/ncfenvirothon)  
[#2023NCFEnvirothon](https://twitter.com/2023NCFEnvirothon)



# Explore New Brunswick Immerse yourself in our Cultures



## A multifaceted cultural fabric.

The vibrant culture of New Brunswick is evident in its music, cuisine, language, festivals, landmarks, and architecture. The province's cultural heritage is a fusion of influences from Indigenous peoples, French, British, Irish, Scottish and other settlers. This unique mix continues to evolve with the influx of people from around the world.

The cultural story of New Brunswick dates back over 11,000 years to the Indigenous communities of Mi'gmaq, Wolastoqiyik (Maliseet), and Peskotomuhkatiyik (Passamaquoddy). In the early 1600s, French explorers, led by Samuel de Champlain, arrived and founded a community that has since become the home of Acadians. The region was ceded to Great Britain in 1710 when British pioneers and New England planters cultivated the fertile lands, followed by the Loyalists in the 1780s, and the Scottish and Irish settlers in the early 1800s. In the last century, immigrants from Danish, Jewish, Italian, Greek, Lebanese, Asian, Indian, Pakistani, Syrian, and African Canadian communities have established themselves in the province's major cities.

Language is an integral part of New Brunswick's culture. The province has been officially bilingual for more than half a century, with the passing of its first Official Languages Act in 1969, making it the sole officially bilingual province in Canada. Approximately two-thirds of New Brunswickers speak English, while one-third speaks French, and 34% of the population is fluent in both languages

**Explore NB - Tourism** <https://tourismnewbrunswick.ca/>

# Sponsors and Partners

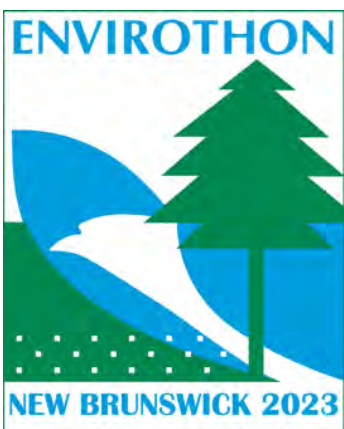


The NCF-Envirothon New Brunswick organizing committee want to express our sincere gratitude for your generous support and contribution towards the success of the 2023 competition.

Your commitment to the environment and the education of our youth is truly admirable, and your support has helped us provide an outstanding competition that empowers students to become environmental stewards.

Without your valuable contribution, it would have been impossible to achieve the high standards that the NCF-Envirothon competition upholds. We are proud to have you as our sponsors and partners and deeply appreciate your dedication to making this event a huge success.

Once again, thank you for your unwavering support and belief in our vision. We look forward to continuing our partnership in the years to come.



### Special Thanks to...

- Canadian Forest Service - Natural Resources Canada
- ClimAtlantic
- Ducks Unlimited
- J.D. Irving Limited
- NB Dept. Environment and Local Government; Education and Early Childhood Development; Natural Resources and Energy
- PEI Dept. of Environment, Energy and Climate Action



THANK YOU

# 2023 NCF-Envirothon New Brunswick Schedule

## Saturday, July 22

Time (ADT)	Activity	Location
All day	Team Tours - 3 offered - <i>Coming Soon</i>	TBA
9:00 am - 5:00 pm	Operating Committee Meeting	Jennings Dining Hall Banquet Room

## Sunday, July 23

9:00 am	CAT Training / Site Tour	Windsor Hall
11:00 am - 1:00 pm	Lunch	Jennings Dining Hall
12:00 pm - 5:00 pm	Registration	Wallace McCain Student Center
4:00 pm - 6:00 pm	Dinner	Jennings Dining Hall
6:00 pm	Advisor Meeting	Crabtree Auditorium
6:15 pm	Flag Bearer Training	Convocation Hall
7:00 pm - 9:00 pm	Opening Ceremonies	Convocation Hall
9:00 pm - 11:00 pm	Trading Session	Civic Centre
9:00 pm - 12:00 am	Hospitality Lounge - Guests, Volunteers	Windsor Hall
11:30 pm	Lights Out	In your own room

## Monday, July 24

6:00 am - 8:00 am	Breakfast	Jennings Dining Hall
7:30 am - 8:00 am	Daily Update (Advisors / Team Captain)	Crabtree Auditorium
8:15 am	Load Students onto Buses	Wallace McCain Student Centre
8:15 am - 4:00 pm	Training Stations - Students	Field Site
9:00 am - 4:00 pm	Guest/Advisor Tours -2 offered - <i>Coming Soon</i>	Wallace McCain Student Centre
11:00 am - 1:00 pm	Lunch	Jennings Dining Hall
4:00 pm	Students Arrival on Campus	TBA
5:00 pm - 7:00 pm	Dinner	Jennings Dining Hall
7:30 pm - 9:30 pm	Study Hall	
9:30 pm - 11:00 pm	Game Lounge - Students, Advisors	Gracie's Café - Wallace McCain Student Centre
9:00 pm - 12:00 am	Hospitality Lounge - Guests, Volunteers	Windsor Hall
11:30 pm	Lights Out	In your own room

## Tuesday, July 25

Time (ADT)	Activity	Location
6:00 am - 8:00 am	Breakfast	Jennings Dining Hall
7:30 am - 8:00 am	Daily Update (Advisors / Team Captain)	Crabtree Auditorium
8:00 am	Load Buses - Students	Wallace McCain Student Centre
8:00 am - 4:30pm	Fields Tests - Students	Field Site
8:30 am - 4:00 pm	Guest/Advisor Tours - 2 Tours - <i>Coming Soon</i>	TBA
11:00 am - 1:00 pm	Lunch - for those on campus	Jennings Dining Hall
4:00 pm	On Campus Participants Load Buses for Evening Activity Off-site	Wallace McCain Student Centre
4:00pm - 8:00 pm	Dinner and Activities	Irving Eco-Centre: La Dune de Bouctouche
9:00 pm - 11:00 pm	Game Lounge - Teams	Gracie's Café - Wallace McCain Student Centre
9:00 pm - 12:00 am	Hospitality Lounge - Guests, Volunteers	Windsor Hall
11:30 pm	Lights Out	In your own room

## Wednesday, July 26

Time (ADT)	Activity	Location
6:00 am - 8:00 am	Breakfast	Jennings Dining Hall
7:30 am - 8:00 am	Daily Update (Advisors / Team Captain)	Crabtree Auditorium
8:30 am	Loading Buses for Departure	Wallace McCain Student Centre
11:00 am - 3:00 pm	GenAction Expo / Discover Saint John	Diamond Jubilee Cruise Terminal/Area 506 Container Village/ Uptown Saint John
3:00 pm	Load Buses	Diamond Jubilee Parking Lot / TD Station
3:30 pm - 7:00 pm	Food and Explore Park Trails	Irving Nature Park, Saint John
9:00 pm - 11:00 pm	Game Lounge - Teams	Gracie's Café - Wallace McCain Student Centre
9:00 pm - 12:00 am	Hospitality Lounge - Guests	Windsor Hall
11:30 pm	Lights Out	In your own room

## Thursday, July 27

Time (ADT)	Activity	Location
6:00 am - 8:00 am	Breakfast	Jennings Dining Hall
7:30 am - 8:00 am	Daily Update (Advisors / Team Captain)	Crabtree Auditorium
9:00 am - 11:00 am	Team OP Training	Crabtree Auditorium
9:00 am - 11:00 am	Team Buddy Training	Dunn Wu Auditorium
9:00 am - 5:00 pm	Guest / Advisor Tours - 2 offered - <i>Coming Soon</i>	Wallace McCain Student Centre
11:00 am - 12:00 pm	Lunch- Students / Team Buddies	Jennings Dining Hall
12:00 pm - 1:00 pm	Lunch- Advisors / Guests	Jennings Dining Hall
1:30 pm - 6:30 pm	Team Sequestration	Bennet and Bigalow Hall
6:00 pm - 8:00 pm	Dinner	Jennings Dining Hall
8:00 pm - 11:00 pm	Game Lounge - Students / Advisors	Gracie's Café - Wallace McCain Student Centre
7:00 pm - 9:00 pm	Judges Orientation	Dunn Wu Auditorium
9:00 pm - 12:00 am	Trivia Night - Hospitality Lounge Guests/ Volunteers / Judges	Windsor Hall
11:30 pm	Lights Out	In your own room

## Friday, July 28

Time (ADT)	Activity	Location
6:00 am - 8:00 am	Breakfast	Jennings Dining Hall
7:30 am - 8:00 am	Daily Update (Advisors / Team Captain)	Crabtree Auditorium
7:00 am - 8:00 am	Judges Check-in / Meeting	Dunn Wu Auditorium
8:30 am - 12:00 pm	Preliminary Team Oral Presentations	Team Check-in TBA
11:00 am - 1:00 pm	Lunch	Jennings Dining Hall
1:15 pm	Top 3 Team Announcement	Convocation Hall
1:30 pm - 4:30 pm	Top 3 Team OP Finals	Convocation Hall
5:00 pm - 7:00 pm	Dinner	Jennings Dining Hall
7:00 pm - 9:00 pm	Award Celebration	Convocation Hall
9:00 pm - 11:00 pm	Maritime Kitchen Party - Dance - Everyone welcome	Gracie's Café - Wallace McCain Student Centre
9:00 pm - 12:00 am	Maritime Kitchen Hospitality Lounge - Guests / Volunteers / Judges	Windsor Hall
12:00 am	Lights Out	In your own room

## Saturday, July 29

Time (ADT)	Activity	Location
6:00 am - 8:00 am	Breakfast	Jennings Dining Hall
11:00 am	Room Check-out	

### Check-out procedure



- Drop off boxes for keys are located in high traffic areas such as Jennings Dining Hall and the main floors of Windsor Hall, Campbell Hall and Thornton House residences. You can also drop keys of at the Accommodations Office front desk in Windsor Hall.
- This will be all that is required for check out.
- Linens can be left in the room
- Waste should placed in waste bins in the room, or in the waste bins located in the waste/ recycling rooms (Campbell & Windsor) or kitchens and lounges elsewhere on campus.

**Need more  
info?  
Find us at  
Windsor Hall**

- Information Booth & Merch Store - Open Everyday - Hours TBA
  - Guest / Advisor Walking Tours Available - Visit the Info Booth
  - Local Things to do
  - Lost and Found
  - Event clothing, souvenirs and local treats
- New Brunswick Host Committee Office - Grand Room
- Accommodations Office

For questions, contact NCF-Envirothon at: [administration@envirothon.org](mailto:administration@envirothon.org)

Categories	Registration Selection	Rate	Details	Due Date
Teams	Team Registration	\$1,800.00 USD	Registration covers housing, linens, meals and events during the competition week (noon on Sunday, July 23 to the morning of Saturday, July 29) for up to five (5) student team members and 2 Advisors and/or Chaperone.	May 26, 2023 <sup>1</sup>
	Team Early Arrival (July 21 and 22)	\$400.00 USD/day	Fee covers housing and linens only, no food, for team arriving on campus on Friday July 21 or Saturday, July 22 ( <a href="#">Explore Sackville</a> for local establishments - now known as Tantramar)	June 10, 2023 <sup>2</sup>
Guests	On Campus Guest	\$800.00 USD	Event guest staying in on campus housing for Full week of competition registration covers housing, linens, meals and events during the competition week (noon on Sunday, July 23 to the morning of Saturday, July 29)	June 10, 2023 <sup>2</sup>
	1 - Day Guest Early Arrival	\$80.00 USD	For on campus Guests arriving on July 22- Fee covers 1 night housing and linens only, no food.	June 10, 2023 <sup>2</sup>
	2 - Day Guest Early Arrival	\$150.00 USD	Available to guests arriving on campus on Friday, July 21 - Fee covers 2-nights housing and linens only, no food.	June 10, 2023 <sup>2</sup>
	Off Campus Guest	\$400.00 USD	Event guest staying off campus for full week of competition - registration covers food and activities for the week, but no housing.	June 10, 2023 <sup>2</sup>
	Day Guest	\$100.00 USD	For guests participating per day- registration covers transportation, food and activity for day only.	June 10, 2023 <sup>2</sup>
	Education/Fun Day Guest	\$175.00 USD	For Guests participating only on July 26 - registration covers transportation, food and activity for day only.	June 10, 2023 <sup>2</sup>

1. Team member names and information are not needed to meet the May 26 payment deadline. This payment can be submitted even if your state/provincial Envirothon competition is after this date to secure a spot for your TBD team to participate in the 2023 NCF-Envirothon New Brunswick competition.
2. Students, Team Advisors/Chaperones, and Guests from Maine, Ohio, and Maryland have an additional 7 days from the conclusion of their state Envirothon competition to complete all Required Registration Forms:
  - a. Maine - due on June 14
  - b. Ohio - due on June 20
  - c. Maryland - due on June 23

Tour and shuttle fee's will be administered seperately through Science East's booking site - Fareharbour.

Local volunteers - \$50.00 / Night Only available for Local volunteers (NB, PEI, NS) requiring accommodations - fee covers housing and linens only, and meals during volunteer time.

Guest and Local volunteers receive the 2023 Host Committee volunteer swag bag filled with maritime goodies, volunteer apparel that will make all of your friends envy your fashion sense, maritime hospitality lounge access, rewarding sense of accomplishment and amazing supportive group of new Envirothon friends.

## Registration – Procedure

### Registration – Process

To register to attend the 2023 NCF-Envirothon New Brunswick Competition, please:

1. Complete the registration process outlined for each participation category (Representatives, Advisors/Chaperones, Students and Guests) by posted deadline!
  - **Until all required forms are submitted for each individual registering to attend, the registration will be flagged as pending. Failure to submit by the deadline may result in ineligibility to attend.**
2. Complete payment for your registration selections by posted deadline!

### Payment Information

Payment for registration selections can be made by Cheque/U.S. Bank Draft, PayPal (credit/debit card or PayPal account) or Direct Deposit. Please note, for those based outside of the U.S., a U.S. Bank Draft is required if paying by cheque.

- All refunds will be assessed a \$100 handling fee
- No Refunds after July 08, 2023

If paying by Cheque/U.S. Bank Draft:

- Make payable to: NCF-Envirothon
- Subject line note: for 2023 NCFE - Registration
- Mail to: NCF-Envirothon, Attention: Karla Maldonado-Mitchell, 509 Capitol Court, N.E., Washington, DC 20002
- Please include a copy of your Registration Invoice when mailing payment.
- Mail must be postmarked by the registration deadline

# Required Forms

## State, Provincial and Partner Nation Envirothon Program Representatives

All state, provincial and Partner Nation Envirothon Program Representatives are responsible for completing the following two (2) REQUIRED Forms:

### 1. [Registration Invoice and Payment](#)

#### a. **REMINDER: Team Registration Fee (\$1,800 USD) is due by May 26 2023<sup>1</sup>**

- i. Team registration fees paid after May 26 will incur an additional \$150USD fee.
- ii. All other registration selections can be paid at the same time as the Team Registration fee or separately before June 10, 2023.

### 2. [Team Certification](#)

- a. Complete by June 10, 2023 to certify that the Team (including all team members, substitutes, and the team Advisors/Chaperone) meet eligibility requirements of NCF-Envirothon Competition Rules and Regulations.

Note:

1. *Team member names and information are not needed to meet the May 26 payment deadline. This payment can be submitted even if your state/provincial Envirothon competition is after this date to secure a spot for your TBD team to participate in the 2023 NCF-Envirothon New Brunswick competition.*
2. *Envirothon Representatives from Maine, Ohio, and Maryland have an additional 7 days from the conclusion of their state Envirothon competition to complete all Required Registration Forms:*
  - a. *Maine - due on June 14*
  - b. *Ohio - due on June 20*
  - c. *Maryland - due on June 23*

## Advisors/Chaperones

All Team Advisors and/or Chaperones are responsible for completing the following three (3) REQUIRED forms:

### 1. [Advisor/Chaperone Registration](#)

### 2. [Medical and Insurance Information + Release](#)

### 3. [Team Information](#) - Designate the Team Advisor responsible to complete.

**Advisors/Chaperones**, READ before proceeding:

- **Deadline: June 10, 2023** (Team Advisors from Maine, Ohio, and Maryland have an additional 7 days from the conclusion of their state Envirothon competition to complete all Required Registration Forms: a. Maine - due on June 14, b. Ohio - due on June 20, c. Maryland - due on June 23).
- Mixed gender teams MUST have a Male and Female Advisor/Chaperone that is age 21 or older.
- Medical Insurance
  - All Students, Advisors, Chaperones and Guests attending the 2023 NCF-Envirothon New Brunswick Competition are required to have valid health insurance coverage and must provide proof of insurance.
  - For individuals not currently covered under any health insurance plan, a temporary limited policy can be obtained to cover the timeframe of the competition. A minimum of 7-14 days is recommended to cover all travel to and from the event location as well as the 6-days of the competition itself.
  - Scans of both sides of the insurance card must be uploaded when completing the Medical & Insurance Information and Release form.

## Team Members (Students)

All Team Advisors and/or Chaperones are responsible for their students completion of the following two (2) REQUIRED forms:

1. [Student Team Member Registration](#)
2. [Medical & Insurance Information and Release](#)

Students, READ before proceeding:

- **Deadline: June 10, 2023** (Student Team Members from Maine, Ohio, and Maryland have an additional 7 days from the conclusion of their state Envirothon competition to complete all Required Registration Forms: a. Maine - due on June 14, b. Ohio - due on June 20, c. Maryland - due on June 23).
- **If you are under the age of 18, please have a parent or legal guardian present to complete these forms. Their information and signature will be required.**
- Medical Insurance
  - All Students, Advisors, Chaperones and Guests attending the 2023 NCF-Envirothon New Brunswick Competition are required to have valid health insurance coverage and must provide proof of insurance.
  - For individuals not currently covered under any health insurance plan, a temporary limited policy can be obtained to cover the timeframe of the competition. A minimum of 7-14 days is recommended to cover all travel to and from the event location as well as the 6-days of the competition itself.
  - Scans of both sides of the insurance card must be uploaded when completing the Medical & Insurance Information and Release form.

## Guests

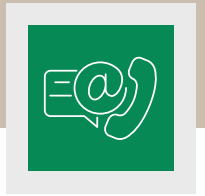
All guests are responsible for completing the following three (3) REQUIRED forms:

- [Registration Invoice and Payment](#)
- [Guest Registration](#)
- [Medical & Insurance Information and Release](#)

Guests, READ before proceeding:

- **Deadline: June 10, 2023** (Guests from Maine, Ohio, and Maryland have an additional 7 days from the conclusion of their state Envirothon competition to complete all Required Registration Forms: a. Maine - due on June 14, b. Ohio - due on June 20, c. Maryland - due on June 23).
- Please use the 2023 Registration and Payment portal (#1 above) to pay for Guest registration options for an individual or to bundle with other registration fees (helpful for multiple people from the same organization attending).
- Please be advised that each **individual** Guest is required to fill out and submit a Guest Registration form (#2 above) and a Medical and Insurance Information + Waiver form (#3 above) in order for their registration to be complete.
- If you are under the age of 18, please read: Due to housing limitations and insurance liability concerns, all Guests of the 2023 NCF-Envirothon New Brunswick competition should be 18 years of age or older in order to attend. If you have a minor who wishes to attend as a Guest, accompanied by an Adult that is **NOT** serving as a Team Advisor or Chaperone, then please contact NCF-Envirothon at [administration@envirothon.org](mailto:administration@envirothon.org) for approval BEFORE proceeding further! Each request will be evaluated on a case-by-case basis.
- **Medical Insurance**
  - All Students, Advisors, Chaperones and Guests attending the 2023 NCF-Envirothon New Brunswick Competition are required to have valid health insurance coverage and must provide proof of insurance.
  - For individuals not currently covered under any health insurance plan, a temporary limited policy can be obtained to cover the timeframe of the competition. A minimum of 7-14 days is recommended to cover all travel to and from the event location as well as the 6-days of the competition itself.
  - Scans of both sides of the insurance card must be uploaded when completing the Medical & Insurance Information and Release form.

# Event Communication



## Sched App

Before, during and after the competition, we will be using the Sched, an event app, to allow teams and guests to view the agenda, announcements, speaker profiles and more from your phone or electronic device.



[Download the Sched App - click the icon.](#)



## Socials

Share your Envirothon journey with us! From your state/provincial competition victory, the travel adventures you have to New Brunswick and of course the many memories you make during the competition!



Tag us!

#2023ncfenvirothon  
#envirothon  
#ncfenvirothon  
#EnvirothonNB  
#climateeducation



@ncfenvirothon  
envirothon.org

## Livestream and Videos

Top 3 Team Oral Presentations and Awards Ceremony - watch them live on our NCF-Envirothon YouTube channel!  
Recordings of select competition activities can also be viewed there!  
Subscribe and follow along!



## Daily Newsletter: NCF-Envirothon Eyes & Ears



Each day, follow our newsletter that contains information and reminders on the day's activities and events, weather, what to wear, and previous day highlights. It will be available the envirothon.org webstie, socials and Sched app..

# Travel to Canada



## Passports and Travel Documents



- **All International travellers entering Canada MUST have a valid PASSPORT!**
- If you do not have the proper documents, you may be delayed or refused entry into Canada.
- Citizens of the U.S. who are members of the **NEXUS program** may present their membership card as proof of identification and as a document that denotes citizenship, when arriving by air (when coming from the U.S.) or land.
- **Canadian Citizens** flying within Canada can show either a valid passport or government issued photo ID.

### Traveling with your team (minors)

- **Carry a consent letter if you are not the parent or legal guardian of the minor.** A consent letter must include the custodial parents' or legal guardians':
  - full name
  - address
  - telephone number

## Covid-19 Travel Requirements



For all travellers entering Canada by air or land:

- Proof of COVID-19 vaccination is NOT required
- Pre-board testing is NOT required
- *Information is subject to change!*
- **BEFORE YOU TRAVEL:**
  - Check the [Government of Canada's Covid-19 travel requirements](#) for the latest information.
- Masks are NOT required in airports, planes and trains.

## Customs – ArriveCAN App

Using ArriveCAN is not required, however to save time at the border, you can use the [ArriveCAN customs and immigration feature](#) to complete your declaration within 72 hours in advance of your flight if you're flying into or connecting to a participating international airport.

- Toronto Pearson Airport (YYZ)
- Montréal-Trudeau International Airport (YUL)
- Halifax Stanfield International Airport (YHZ)

All visitors arriving from or transiting through the U.S. are encouraged to visit the [U.S. Customs and Border Protection website](#) for information concerning the U.S. Western Hemisphere Travel Initiative, and the requirements to enter or return to the U.S.



# Travel by Air or Land



## Flying – Airport Options

### CLOSEST to Mount Allison University

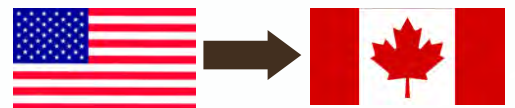
- Greater Moncton Roméo LeBlanc International Airport, NB (YQM) - 41 km / 25.4 miles (30 minute drive)
  - Airport Shuttle to and from this airport only is available at a fee of \$50/person CAD one way. Booking online will be available soon.

### Additional Options

- Halifax Stanfield International Airport, Nova Scotia (YHZ) - 185km / 115 miles (1 hr 45 minute drive with tolls)
- Saint John Airport, NB (YSJ) - 195km/121 miles (1hr 50 minute drive)
- Fredericton International Airport, NB (YFC) - 224km/139 miles (2 hrs 5 minute drive)

## Driving – New Brunswick Border Crossing

- Calais, Maine to St. Stephen, New Brunswick
  - [St.Stephen Canadian Border Services Information](#)
- Houlton, Maine to Woodstock, New Brunswick
  - [Woodstock Canada Border Services Information](#)



Complete your [Team Travel Itinerary Form](#) by (June 10, 2023).

# Campus Accommodations & Meals



**MountAllison**  
UNIVERSITY

Sackville, New Brunswick  
Canada E4L 1E4

## Home away from home – Residence

- **Teams will be staying in two residences**
  - **Campbell Hall:** [Click here to view rooms](#)
    - Single shared ensuites
    - Double ensuites
  - **Thornton House:** [Click here to view rooms](#)
    - Single private ensuites
    - Singles, with private community bathrooms
- **Guests will be staying in:**
  - **Windsor Hall:** [Click here to view rooms](#)
    - Single private ensuites
    - Single shared ensuites
    - Double ensuites

## On-Campus Meals

- Jennings Dining Hall, the main dining hall has something for everyone. Food Stations offer a variety of options.
- Vegetarian, vegan, and gluten-free options are available. We can also easily accommodate halal diets, as well as allergy restrictions.
- There is an accommodation station for those with food intolerances and special diet requirements. **PLEASE INDICATE ANY DIETARY RESTRICTIONS ON YOUR REGISTRATION FORM.**

## Off-Campus Accommodations

- Coastal Inn Sackville, New Brunswick
- Marshlands Inn, Sackville, New Brunswick
- Comfort Inn, Amherst, Nova Scotia
- Super 8 by Wyndham, Amherst, Nova Scotia
- Quality Inn Airport, Dieppe, New Brunswick
- Holiday Inn Express Hotel & Suites Airport, Dieppe, New Brunswick
- Hampton Inn & Suites, Moncton, New Brunswick
- Four Points, Moncton, New Brunswick

## MtA Facts

50+ Programs

Est. 1839

2300+ Students

**#1** undergraduate university  
in Canada

**#1** in scholarships and  
bursaries

*Maclean's 2023 University Rankings*

Student-to-faculty ratio

**16:1**

Avg. first-year class size

**41**

First university art gallery in  
Canada,  
the Owens Art Gallery

First university in the British  
Empire to award a Bachelor's  
degree to a woman – Grace  
Annie Lockhart, Bachelor of  
Science, 1875

A pioneer in the  
establishment of services for  
students with learning  
disabilities

# Info Booth and Merch Store



## Mount Allison UNIVERSITY

Sackville, New Brunswick  
Canada E4L 1E4

### Campus Map



Visit the MtA website to find your way around the Mount Allison Campus.

[View the interactive campus map.](#)

### Info Booth & Accommodations Office

Visit our event information booth and merch store beside the Accommodations Office which is located on the main floor of Windsor Hall.

Let us be your concierge for the week.

- Event questions
- Mount Allison University info,
- Local places to see and things to do,
- Amenities
- Merch Store
- Tours
- Accommodation Office can assist with room questions, towel and linen needs, lost keys.

### Merch Store Pre-Order & Pay Online

Get your NCF-Envirothon specialty merch as souvenirs! 2023 Edition! Pre-order will be available soon! Pick-up at the Competition Registration Table.



Oversized Hoodie  
Grey



Oversized Hoodie  
White



Toque  
Grey 19



Flannel  
Plaid

### WiFi

WiFi access is provided upon your arrival.

### Parking

Parking lots are indicated on the interactive campus map. King Street is the largest and closest to most buildings.

**No parking pass required!**

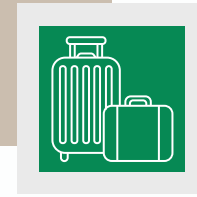
### Sizes

Hoodies XS - 4 XL  
Flannel XS - 2 XL

Merch Store will have a limited selection available at the Competition (Cash or Credit Card).

**Coming Soon**

# Packing List



## Student Team Members:

- State/ Provincial/ Partner Nation Envirothon T-shirt - REQUIRED to wear on training day
- Awards Ceremony Attire - Business Casual -> no shorts/t-shirts please
- Lightweight Hiking Boots - Closed-toed shoes REQUIRED for Training and Testing sites
- Lightweight Pants for Training/Testing sites (if desired - also helps with mosquitoes & ticks)
- Casual Clothes, Jacket/Sweater
- Toiletries
- Swimsuit & Beach Towel (Optional, but there will be opportunity to visit a beach)
- Backpack
- Rain Gear
- Sunglasses, Hat
- Insect Repellent, Sunblock, Reusable Water Bottle
- Extra Towel/Washcloth
- Items for Trading Session
- Phone Chargers
- Camera
- Alarm Clock
- Health Card & other Medical Information
- Prescribed & Over-the-counter Medications as required
- Personal Protective Equipment (PPEs) - aka facemasks (some campus buildings require masks)

## \*\* DO NOT BRING

Knives, firearms, fireworks, valuable jewelry, cigarettes or other tobacco products, matches, lighters, drones, other dangerous items. If flying, you cannot bring scissors or nail clippers in your carry on.

# Competition Activities, Information, and Dress Code

**Saturday / Sunday (Registration, Opening Ceremony, Trading Session):** Travel Attire

## Training Day (Monday, July 24th)

**Monday (Training Day):** Students will be required to wear their own **State/Provincial/Partner Nation Envirothon t-shirt** brought from home; outdoor attire (hats, sunglasses) should be worn along with closed-toed-shoes.

On Training Day (July 24th), teams will attend Training Sessions covering the 5 Areas of Study (Stations).

There will be three (3) training Sessions in total. Each will be 90 minutes in length and each round of a particular subject will cover the exact same content.

During the registration process, each team member will be assigned a Session group that will visit 3 Stations. At each Station, team members are encouraged to take notes (notebooks will be provided) and ask questions during the designated time. They will be able to share their notes with the whole team at the Team Study Session that evening.

Advisors are required to designate which training sessions each student on their team will attend during the registration process. Team members cannot repeat a station, and two team members should not be at the same station at the same time.

Students will have 90 minutes at each of the (3) Station Training sessions. Students will be encouraged to write down any questions they have during the Station Training session in the notebooks provided to them. During the last 15 minutes of each Station Training session, questions will be asked and answered as a collective group at the conclusion of the training session - this will ensure that all students present at that station will be able to hear the question and the response from the natural resources professional. All student notebooks will be collected before the students board the buses to return to campus. Notebooks will be made available for the team study session on Monday evening. Any notes taken from this training day can and are encouraged to be used during the Oral Presentation Prep.

## **2023 Team Information Form = Training Day Sign-Up**

The 2023 NCF-Envirothon New Brunswick Host Committee has devised a training format that incorporates communication and team building skills. There will be (1) team member assigned to each training session that is offered. Therefore, there will be (1) student from the team at each station at one time. As a team, you should discuss and decide prior to the deadline of June 10, 2023, as to who will be attending which training sessions

Things to consider:

- Each student will attend only 3 of the 5 training sessions offered throughout the day. They will not attend the same session twice.
- Advisors need to decide which training sessions each student will attend that will benefit the team.
- Students will have labels on their badges that will identify which sessions they will attend.
- There will be a Study Time, an optional time to collaborate with the Advisors, after dinner for the students to share the information learned. They will have access to their 'notebooks' at this time.

*\*If your team does not assign students to training sessions, the 2023 NCF-Envirothon New Brunswick Host Committee will assign your team members to each training session, and there WILL NOT be an option to change the training assignments.*

### Example

Team Members: Amy A, Bob B, Colin C, Dennis D, Ethan E

Team Session Assignment:

Stations	Session 1	Session 2	Session 3
Aquatics	Amy A	Colin C	Bob B
Current Issue	Bob B	Ethan E	Amy A
Forestry	Colin C	Amy A	Dennis D
Soils/Land Use	Dennis D	Bob B	Ethan E
Wildlife	Ethan E	Dennis D	Colin C

### Testing Day (Tuesday, July 25th)

Tuesday (Testing Day): Students will be provided with a 2023 NCF-Envirothon New Brunswick t-shirt to be worn during testing. Outdoor attire should be worn along with closed-toed-shoes. After testing concludes, we will be travelling to the Irving Eco-Centre: La Dune de Buctouche for supper and activities from the testing site. Evening casual beach strolling attire is recommended.

The testing format for the 2023 NCF-Envirothon New Brunswick will be station testing. This means that every testing stop will have questions associated with that core subject (Wildlife, Forestry, Aquatics, Soils and Current Issue). Each core topic may also have additional questions related to the Current Issue.

## Fun Day (Wednesday July 26th)

Students/ Advisors/Guests will all be provided and REQUIRED to wear A 2023 NCF-Envirothon New Brunswick t-shirt during the Fun Day activities with closed-toed shoes.



## Road Trip to Saint John, NB

Nestled on the powerful Bay of Fundy, the port city of Saint John, New Brunswick, is a beautiful, historic, and vibrantly urban Canadian city. Home to breathtaking natural wonders and cultural experiences, Saint John NB, has it all. As Canada's first incorporated city, you're sure to be caught up in its gorgeous historic architecture, eclectic shops and restaurants, and rich arts and culture experiences.

You'll also be swept away by its natural attractions. The tides of the Bay of Fundy, the nature trails of the Irving Nature Park, and the relaxing pockets of historic urban parks all invite you to breathe deeply and enjoy a pause from the city's energy. Saint John is a true city, inspired by the nature that defines it.

Visit the [Area 506 Container Village](#) – a waterfront experience full of food trucks, diverse vendors and performances, in an area that boast more than 60 shipping containers. Upcycling at its best!

Snap a Salmon Selfie, with various salmon sculptures installed throughout Saint John to celebrate the international year of the Salmon in 2019, and then to round things off go see the Three Sisters Lamps. Lamps that are in direct line with the steeple of Trinity Church, so that sea captains could navigate safely into Saint John Harbour at night. If the three red lamps appeared individually, sailors would know they were heading straight into the harbour, however if only one or two could be seen, sailors knew they needed to alter their course.

And, now that you've worked up an appetite with all that walking, stop in to one of the many restaurants and patios for lunch then head on over to the Historic Saint John City Market where you'll find food and fancies from around the world.

Uptown Saint John has great shops with modern and vintage clothes, locally crafted items, artwork, shoes, gift ideas, and more along every street. For some mall shopping, be sure to go inside Brunswick Square and Market Square for clothing, gifts, and accessories.

## Diamond Jubilee Cruise Terminal

Raise your environmental and climate action knowledge with exhibitors from across New Brunswick, the Maritimes, and Canada at the [GenAction Expo!](#)

- Connect youth, educators and public to local scientists and experts, who provide training and resources that tie to local examples of scientific research and environmental projects.
- Hands-on activities and demos
- Career pathway information
- Meet field specialists and get an up-close look at tools, equipment and innovative products.

Next, we take a short bus ride to explore the Irving Nature Park for a group photo, explore the walking trails and take in the beautiful ocean views. Take part in the scavenger hunt for a chance to win prizes!

For more information on Saint John, visit:

- [Discover Saint John](#)
- [Saint John Restaurants](#)
- [Irving Nature Park](#)



Your visit to Uptown Saint John will either begin or end at the GenAction Expo depending on your group designation on your name tag.



## Dress Code for the Week (cont...)

- **Thursday (Oral Presentation Training and Sequestration Day):** Casual Clothes.
  - Team Snacks – Advisors can bring 1 bag of snacks and drinks Windsor Hall – Grand Room by 10am July 27 which will be delivered by the Host Committee to the Team sequestration room.
  - Advisors will not be permitted to be around their teams during lunch or sequestration. They will be expected to pick up their teams at the end of sequestration.
- **Friday (Oral Presentation and Award Ceremony Day):**
  - Students will be given an **NCF-Envirothon Oral Presentation t-shirt** that they are **REQUIRED** to wear during their Oral Presentations. Please bring appropriate business casual pants or skirts to wear with the t-shirts.
  - The Awards Ceremony that night will be **business casual – No shorts/t-shirts please.** **Refer to the [Envirothon.org website for the rules and procedures for the oral presentation.](https://www.envirothon.org)**
- **Saturday:** Travel Attire

## Trading Session

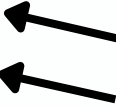
On Sunday, July 23, immediately following the Opening Ceremony, we will hold out traditional Trading Session where Teams will have the chance to trade fun, unique items with other Teams. These may be items with their local Envirothon program logo (i.e., Envirothon t-shirts, flags, frisbees, hats, pen, pencils, pins, posters, bandanas, etc.) or other unique items that are a hallmark of where you're from!

Teams will be allowed to ship these "Trading Items" to New Brunswick before the competition if they wish.

To ship Trading Items:

- Box and clearly label with the following:
  - a. **2023 NCF-Envirothon New Brunswick**
  - b. **Team Name and State, Province or Partner Nation**
- Be sure to get the shipment tracking information so you will know when it arrives in New Brunswick!
- First Day for Shipping Deliveries: July 1, 2023
- Last Day for Shipping Deliveries: July 15, 2023
- Shipping Address:

**62A York Street  
Sackville, NB CANDA  
E4L 1E2**



Schedule your trading Session boxes to arrive in New Brunswick between these dates!

We cannot guarantee trading boxes will be on campus for the Trading Session if they arrive after this date!

# Things To Do & See

Have some time to explore on your own?  
We have some great suggestions!



## Natural Wonders

### Fundy Coastal Parkway \$6-\$12/person

The Fundy Trail Parkway is the perfect place to view the natural, unspoiled beauty of the Bay of Fundy coast and witness the highest tides on the planet! You can choose to experience our 30 km (19 miles) parkway by car, bike, or motorcoach, walk or hike our trails by foot, or kayak on the bay or river. Enjoy this coastal access network that includes a low-speed auto parkway with over twenty scenic lookouts, many of which are wheel-chair accessible. Explore the 10 km pedestrian/bicycle trail, hike footpaths, relax on one of the five beaches, walk across the suspension footbridge or visit one of four waterfalls. If it's your first time to the park, be certain to stop by the Big Salmon River Interpretive Centre.

[View website](#)

### Hopewell Rocks \$12-\$15/person

For thousands of years, the massive tides of the Bay of Fundy have been patiently sculpting their masterpiece in Hopewell Cape, New Brunswick. With over twenty free-standing sea stacks peppered along two kilometers of shoreline, no Atlantic Canadian vacation is complete without experiencing these icons. And just when you think you've seen it all, wait six hours as the Ocean Floor transforms in ways you wouldn't have believed possible. Park admission is valid for two consecutive days to ensure you have the flexibility to see both high and low tides. Sturdy footwear is recommended for exploring our trails and shoreline. Be sure to check our tide times prior to your visit to see when it will be safe to explore our Ocean Floor.

[View website](#)

### Joggins Fossil Cliffs Free to access beach \$10 - \$25 for a guided tour

Preserved in nature, uncovered by force. Explore one of nature's most inspiring creations, where the highest tides in the world reveal the most complete fossil record of the "Coal Age," 100 million years before the dinosaurs. Every rock holds the possibility of discovery, and our guided tours may lead you to finding a missing piece of time's puzzle. At Joggins, our backyard may be 300 million years old but every day is different!

[View website](#)

### Tantramar Wetlands Centre - 1.8km / 4 minute drive or 25 minute walk

Tantramar Regional High School situated in the heart of the world-famous Tantramar Marshes. Known as the Tantramar Wetlands Centre, this unique indoor and outdoor facility offers students and visitors from throughout the Maritimes opportunities to experience the value of wetlands through innovative educational programming.

[View website](#)

## National Parks

### Fundy National Park - Free to \$8.50 / person

Experience the world's highest tides along the Bay of Fundy. Explore the bay as you paddle in a kayak as the waters rise up to 16 m or more, walk the otherworldly ocean floor at low tide, or venture inland where trails lead to waterfalls deep in Acadian forests.

[View website](#)

### Kouchibouguac National Park - Free to \$8.50 / person

Golden sand dunes, estuaries brimming with life, warm ocean beaches, Mi'gmaq and Acadian culture, the starry spectacle of a Dark Sky Preserve and snowbound winter activities weave together the compelling tapestry of Kouchibouguac National Park.

[View website](#)

## Did you know...

The Bay of Fundy has the tallest tides in the world!

16 metres (52.5 ft),

160 billion tonnes of seawater moving in and out of the bay...

Twice a day!

## Tantramar (Sackville)

### Sackville Farmers' Market .5km/6 min walk from MTA

Find 40+ vendors offering fresh local produce, meats, and seafood, ready-to-eat street foods including Japanese, Indian, Korean, Chinese and Filipino, artisanal baked goods and preserves, fresh coffee and handmade artisan wares from local artists. Come for groceries, stay for brunch! The market takes place on Saturdays 9 to 12 from May to October at the Bill Johnstone Memorial Park, and during cold months at The Sackville Commons, right in the heart of Sackville.

[View website](#)

### Owen's Art Gallery - FREE On campus 61 York St

The Owens Art Gallery is located on the campus of Mount Allison University. It is Canada's oldest university art gallery and the custodian of an important collection of about 4000 works spanning the nineteenth, twentieth, and twenty-first centuries.

[View website](#)

# Things To Do & See

Have some time to explore on your own?  
We have some great suggestions!



## Cities and Towns

### St. Andrews by the Sea 300km / 3 hour drive from MtA

True to its name, St. Andrews by-the-Sea is set on the Passamaquoddy Bay, a great place to experience many marine wonders. One of the best-preserved examples of colonial heritage in North America, St. Andrews is a National Historic District and Canada's Oldest Seaside Resort Town. Explore Water Street to find many interesting shops, featuring local crafts, soaps and artwork, and many fabulous dining establishments. During your time in St. Andrews you will find the residents friendly and its small town values apparent. Popular activities in and around St. Andrews include visiting the [Huntsman Marine Science Centre](#), beachcombing, golfing, sea kayaking, sightseeing, shopping, and whale watching.

[View website](#)

### Fredericton: Capital City of New Brunswick 224km/2 hr 17 min drive from MtA

Built along both sides of the meandering Saint John River, Fredericton has a special connection to the water. 'The Green' is a long park hugging the banks of the river, and locals value it for the breath of fresh air it provides in the heart of the city. Kayaking, rowing, canoeing, and stand-up paddle boarding are common pastimes. Plus, beaches, golf courses, gardens and trails combine to make Fredericton a very active, outdoor city. History lives loud here. Museums, [Science East Science Centre](#) (which was once the Old York County Gaol), heritage sites, large old Victorian homes, the historic Garrison District, and the legislative assembly create a connection to bygone days that flavours any explorer's experience.

[View website](#)

## Beaches

### Parlee Beach - Shediac 60km / 47 min drive \$10+ for parking

One of North America's finest beaches, Parlee boasts the warmest sea water in Canada and has been awarded the Blue Flag international eco-certification. You'll be amazed at the variety of activities offered at the park, including a supervised swimming beach, volleyball, ultimate frisbee, football, a sand-sculpture competition, and daily scheduled sports activities. The park's seaside campground boasts over 210 campsites on a beautifully-groomed property. Restaurant on site. Nearby you'll also find shopping centres and boutiques, marinas, accommodations, cultural activities and the World's Largest Lobster sculpture. Come spend an enjoyable day in the sun at one of the most happening beaches around! Please note that all park events are weather-dependent. Should you have any questions, please call the park prior to your arrival. Planning to go for a swim? Check the water quality monitoring advisories.

[View website](#)

### New River Beach 245 km/2hrs 14 mins from MtA \$13+ for parking

New River Beach Provincial Park is the perfect spot to camp, admire breathtaking coastal islands and kayak the Bay of Fundy. The beaches and coastal trails at New River Beach abound with spectacular evidence of the natural formation of the bay's high tides. Wade in the tidal pools, search for crabs, periwinkles, whelks and starfish. Enjoy the unsupervised saltwater beach, nature's panorama of offshore islands, fishing boats and wildlife. Gulls, Eider ducks and cormorants... large, lustrous-black seabirds nest offshore and along the two circuits of hiking trails.

You'll find tonnes of natural history preserved and just waiting to be discovered along the shoreline at New River Beach Provincial Park. Hike the sweeping cliffs on Barnaby Head or walk the boardwalk through the bog and discover bug-eating plants unique to the area and 90-years-old dwarfed Black spruces.

[View website](#)

## Whale Watching

St. Andrews has several whale watching outfits. Book online in advance to secure your spot.

- [Quoddy Link Marine](#)
- [Fundy Tide Runners Whale Watching and Nature Tours](#)
- [Jolly Breeze](#)
- [Island Quest Marine](#)

## Adventure

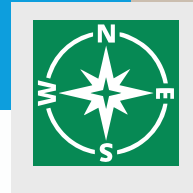
### Tidal Bore Rafting 140km/1.5 hr drive \$68 - \$95

Nova Scotia can offer an adventure like rafting the tidal bore. We offer some of the most experienced, knowledgeable, and well-trained guides on the river. With a focus on safety, our tours are exciting and action-packed from start to finish. Experience the excitement and the rush of the incoming tide which can rise nearly 30ft in only 3 hours!

Our tours include mud sliding, riding the bore, and riding the roller coaster rapids!

[View website](#)

# Event Tours



## Pre-Competition Tours

Saturday, July 22, 2023

**Plan to arrive early!**

Guests and Teams will have the opportunity to do some exploring around New Brunswick and take part in some pre-competition adventures organized by the New Brunswick Host Committee.

## Guest & Advisor Tours

Monday, July 24, 2023

Tuesday, July 25, 2023

Thursday, July 27, 2023

Guests and Advisors will have the opportunity to explore the Maritime Provinces (New Brunswick Prince Edward Island, and Nova Scotia). Organized by the New Brunswick Host Committee, two tours/day will be available on Monday, July 24, Tuesday, July 25 and Thursday, July 27 dates.

Tour descriptions, dates, and prices will be available soon to book online.

**Coming Soon**

Stay Tuned!  
All Tours will be available soon.  
Booking will be online.

*Time For*  
**ADVENTURE**



## EXECUTIVE SUMMARY

May 18, 2023

### High School Curriculum

Portfolio Writing is a half year English elective (.5 credit) that is a writing workshop focused on the writing process, conferencing, revising, and portfolio creation. In the two units, students draft and polish writing pieces that are narrative, informative, and argumentative in style. In addition, there is a strong emphasis on reading informational texts with opportunities to also read choice literature.

The main purpose of the proposed revision is to add the Reading Information competency to the content competencies of the course and remove the Reading Literature competency, as it is not a main focus of the course. Corresponding Reading Information state standards and associated skills have been added to the curriculum units. In addition, minor additions and revisions have been added to the course vocabulary, essential questions, and course concepts that students will learn. The proposed unit revisions were reviewed by the Curriculum and Assessment Committee for two reads.

# Portfolio Writing: Inspiration, Development, & Revision

Stage 1 Desired Results		
<p>ESTABLISHED GOALS:</p> <p><u>Competencies:</u></p> <ul style="list-style-type: none"> <li>• <i>Students will demonstrate the ability to synthesize relevant information and critically evaluate arguments in order to determine their impact on different audiences.</i></li> <li>• <i>Students will demonstrate the ability to communicate information, ensuring that the most significant and relevant facts build upon one another, in order to share new knowledge.</i></li> <li>• <i>Students will demonstrate the ability to narrate a story by building a particular tone and outcome in order to develop real or imagined experiences.</i></li> <li>• <i>Students will demonstrate the ability to speak purposefully and effectively by strategically making decisions about content, language use, and discourse style.</i></li> </ul> <p><u>Content Standards:</u></p> <ul style="list-style-type: none"> <li>• RI.11-12.1 = Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</li> <li>• RI.11-12.2 = Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.</li> <li>• RI.11-12.3 = Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.</li> <li>• RI.11-12.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No.10).</li> <li>• RI.11-12.5 Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.</li> <li>• RI.11-12.6 Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.</li> <li>• W.11-12.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</li> </ul>	<b>Transfer</b>	
	<p><i>Students will be able to independently use their learning to <b>create, write and revise their writing.</b></i></p>	
	<b>Meaning</b>	
	<p>ENDURING UNDERSTANDINGS <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>• analyzing texts for structure, purpose, and viewpoint allows a reader to gain insight and strengthen understanding.</li> <li>• to gain keener insight into the integration of knowledge and ideas, effective readers analyze and evaluate content, reasoning, and claims in diverse formats.</li> <li>• producing clear ideas as a writer involves selecting appropriate style and structure for an audience and is strengthened through revision and technology.</li> <li>• writing should be purposefully focused, detailed, organized, and sequenced in a way that clearly communicates the ideas to the reader.</li> </ul>	<p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> <li>• How do writers make choices about including specific elements in their writing in order to develop their message?</li> <li>• How can the revision process be personalized for maximum individual impact?</li> </ul>
	<b>Acquisition</b>	
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>• the difference between types, forms, and genres of writing.</li> <li>• that narrative writing is enhanced by developing narrative elements such as conflict, characterization, dialogue, pacing, description, reflection, multiple/different plot lines, and theme.</li> <li>• that an effective writing style is affected by audience and purpose.</li> <li>• that informative writing is enhanced by developing informative elements such as evaluating and using relevant, valid, and reliable sources, identifying bias, using a variety of types of evidence and citation styles.</li> </ul>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li>• synthesizing ideas from close reading of informational texts and secondary sources to support complex conclusions about text meaning and significance.</li> <li>• determining where an informational text's meaning is ambiguous, unclear or open to interpretation and cite text evidence to support this determination.</li> <li>• analyzing and evaluating summaries of grade-level or higher informational texts to determine the main ideas and identify relevant details and potential usefulness of a source (e.g., evaluate an abstract to determine if an article will be useful).</li> <li>• providing a complex analysis of how multiple central ideas develop in an informational text and how these ideas work together.</li> </ul>	

- W.11-12.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
- W.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- W.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- W.11-12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
- SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- SL.11-12.2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
- SL.11-12.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
- SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
- SL.11-12.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
- SL.11-12.6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.
- RI.11-12.10 By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11-CCR text complexity band independently and proficiently.
- W.11-12.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
- L.11-12.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L.11-12.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- L.11-12.3 Apply knowledge of language to understand how

- that argument writing is enhanced by developing argument elements such as organizing an opinion, connecting evidence to a claim, and developing argumentation and counter-argumentation using authorizing, extending, and illustrating.
- a variety of techniques for reviewing writing with a peer and self-revision.
- that author's self-reflection is an effective tool for facilitating self, peer, and mentor review and revision.
- that revising work in the areas of ideas, organization, and voice will make writing more effective.
- that considering conventions, sentence fluency, and word choice are key aspects of the revision process.
- that strategies of elaboration and development enhance writing.
- that dialogue, description, narration, and figurative language can be used to enhance narrative writing.

*vocabulary:* voice, theme, tone, point of view, misinformation, disinformation, bias, confirmation bias, claim, thesis, central idea, argumentation, counter-argumentation

- accurately and objectively summarizing how two or more central ideas of an informational text interact and build one another.
- analyzing a complex sequence of events or set of ideas in an informational text in order to explain connections and relationships and how individuals, ideas, or events interact and develop over the course of the text in order to determine the impact on the meaning of the text (e.g., discuss how the author has portrayed the political rivalry and friendship between John Adams and Thomas Jefferson over the course of the text).
- applying the most appropriate or efficient strategy needed to determine, clarify, or gain greater understanding of the correct usage and nuances in meanings of general academic and content-area words and phrases in informational texts at the college- and career-readiness level, including synthesizing information from context, using a variety of general or specialized reference material, and applying knowledge of etymology.
- analyzing and critique how an author employs language over the course of an informational text to elicit a response as well as to convey or clarify meaning.
- analyzing the connotative impact of a word or phrase on the meaning and tone of a passage, and evaluate an author's use and refinement of a key term's connotative meaning over the course of an informational text (e.g., Washington's use of the phrase "entangling alliances" in his Farewell Address of 1796).
- analyzing and evaluate the effectiveness of the organizational structure of an expository or argumentative text (e.g., whether it makes points clear, convincing, and engaging).
- analyzing and critique how the author's use of language, organizational structures, techniques, and rhetorical devices further or detract from the author's purpose or viewpoint.
- evaluating rhetorical devices used in an argument for their effectiveness in persuading or affecting the reader, in giving power to an argument, or in contributing to the beauty of the text.
- analyzing an author's values, beliefs, and

<p>language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <ul style="list-style-type: none"> <li>• L.11-12.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies.</li> <li>• L.11-12.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</li> <li>• L.11-12.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</li> </ul>		<p>assumptions (e.g., philosophical, political) as implied by the text; evaluate the extent to which the author recognizes the presence and role of these values in the argument; and recognize if the argument is viable.</p> <ul style="list-style-type: none"> <li>• writing informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</li> <li>• writing narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</li> <li>• producing clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</li> <li>• developing and strengthening writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</li> <li>• using technology to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</li> </ul>
<p><b>Content Area Literacy Standards</b></p>		<p><b>21<sup>st</sup> Century Skills</b></p>
<p><i>not applicable</i></p>		<ul style="list-style-type: none"> <li>• <i>manage goals and time</i></li> <li>• <i>be self-directed learners</i></li> <li>• <i>be flexible</i></li> <li>• <i>interact effectively with others</i></li> </ul>

## Stage 2 - Evidence

<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
	PERFORMANCE TASK(S):
	OTHER EVIDENCE:

## Stage 3 – Learning Plan

*Summary of Key Learning Events and Instruction*

<i>Language Arts Integration</i>	<i>Mathematics Integration</i>
<ul style="list-style-type: none"><li>• 1.OA.1 Use</li></ul>	<ul style="list-style-type: none"><li>• 1.OA.1 Use</li></ul>
<i>Technology Integration</i>	<i>District Materials</i>
<ul style="list-style-type: none"><li>• 1.OA.1 Use</li></ul>	

# Portfolio Writing: Research, Elaborate, and Refine

## Stage 1 Desired Results

### ESTABLISHED GOALS:

#### Competencies:

- *Students will demonstrate the ability to synthesize relevant information and critically evaluate arguments in order to determine their impact on different audiences.*
- *Students will demonstrate the ability to defend an opinion using the most relevant evidence in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases in order to persuade others.*
- *Students will demonstrate the ability to communicate information, ensuring that the most significant and relevant facts build upon one another, in order to share new knowledge.*
- *Students will demonstrate the ability to speak purposefully and effectively by strategically making decisions about content, language use, and discourse style.*

#### Content Standards:

- RI.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- RI.11-12.2 Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
- RI.11-12.3 Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
- RI.11-12.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.
- RI.11-12.5 Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
- RI.11-12.6 Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.
- W.11-12.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- W.11-12.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

### *Transfer*

*Students will be able to independently use their learning to **research, write and revise their writing.***

### *Meaning*

#### ENDURING UNDERSTANDINGS

*Students will understand that...*

- analyzing texts for structure, purpose, and viewpoint allows a reader to gain insight and strengthen understanding.
- to gain keener insight into the integration of knowledge and ideas, effective readers analyze and evaluate content, reasoning, and claims in diverse formats.
- producing clear ideas as a writer involves selecting appropriate style and structure for an audience and is strengthened through revision and technology.
- writing should be purposefully focused, detailed, organized, and sequenced in a way that clearly communicates the ideas to the reader.
- effective research presents an answer to a question, demonstrates understanding of the inquiry, and properly cites information from multiple sources.

#### ESSENTIAL QUESTIONS

- What is necessary for a reader to know in order to communicate a message?
- How is an idea clearly communicated through writing?
- How can the revision process be personalized for maximum individual impact?

### *Acquisition*

*Students will know...*

- that effective strategies of elaboration and development will enhance writing.
- that revising work in the areas of ideas, organization, and voice will make writing more effective.
- that considering conventions, sentence fluency, and word choice are key aspects of the revision process.
- that annotating improves active reading and facilitates efficient responses to text.

*Students will be skilled at...*

- applying the most appropriate or efficient strategy needed to determine, clarify, or gain greater understanding of the correct usage and nuances in meanings of general academic and content-area words and phrases in informational texts at the college- and career-readiness level, including synthesizing information from context, using a variety of general or specialized reference material, and applying knowledge of etymology.
- analyzing and critique how an author employs language over the course of an informational text to elicit a response as well as to convey or clarify meaning.

- W.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- W.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- W.11-12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
- W.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- W.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
- W.11-12.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
- SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- SL.11-12.2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
- SL.11-12.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
- SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
- SL.11-12.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
- SL.11-12.6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.
- RI.11-12.10 By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11-CCR text complexity band independently and proficiently.

- that a well-developed thesis statement must be supported by evidence.
- that an analytical research paper demands many tasks, including formulating a thesis, gathering and evaluating sources, using sources to support original ideas, and citations.
- that author's self-reflection is an effective tool for facilitating self, peer, and mentor review and revision.
- Students will know that narrative writing is enhanced by developing narrative elements such as conflict, characterization, dialogue, pacing, description, reflection, multiple/different plot lines, and theme.
- Students will know that informative writing is enhanced by developing informative elements such as evaluating and using relevant, valid, and reliable sources, identifying bias, using a variety of types of evidence, and using a variety of citation styles.
- Students will know a variety of organizational techniques for narrative, informative, and argument writing.
- Students will know that argument writing is enhanced by developing argument elements such as organizing an opinion, connecting evidence to a claim, and developing argumentation and counter-argumentation using authorizing, extending, and illustrating.
- Students will know how syntax, word choice, and sentence structure affect the tone and purpose of writing.

*vocabulary: citations, thesis, synthesize, analyze, evaluate, authorizing, extending, illustrating, syntax, relevant, reliable, valid*

- analyzing the connotative impact of a word or phrase on the meaning and tone of a passage, and evaluate an author's use and refinement of a key term's connotative meaning over the course of an informational text (e.g., Washington's use of the phrase "entangling alliances" in his Farewell Address of 1796).
- analyzing and evaluating the effectiveness of the organizational structure of an expository or argumentative text (e.g., whether it makes points clear, convincing, and engaging).
- analyzing and critique how the author's use of language, organizational structures, techniques, and rhetorical devices further or detract from the author's purpose or viewpoint.
- evaluating rhetorical devices used in an argument for their effectiveness in persuading or affecting the reader, in giving power to an argument, or in contributing to the beauty of the text.
- analyzing an author's values, beliefs, and assumptions (e.g., philosophical, political) as implied by the text; evaluate the extent to which the author recognizes the presence and role of these values in the argument; and recognize if the argument is viable.
- synthesizing ideas from close reading of informational texts and secondary sources to support complex conclusions about text meaning and significance.
- determining where an informational text's meaning is ambiguous, unclear or open to interpretation and cite text evidence to support this determination.
- analyzing and evaluating summaries of grade-level or higher informational texts to determine the main ideas and identify relevant details and potential usefulness of a source (e.g., evaluate an abstract to determine if an article will be

- W.11-12.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
- L.11-12.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L.11-12.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- L.11-12.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
- L.11-12.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies.
- L.11-12.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- L.11-12.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression

useful).

- providing a complex analysis of how multiple central ideas develop in an informational text and how these ideas work together.
- accurately and objectively summarizing how two or more central ideas of an informational text interact and build one another.
- writing arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- writing informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
- producing clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- developing and strengthening writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- using technology to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
- conducting short as well as more sustained research projects to answer a question or solve a problem.
- gathering relevant information from multiple authoritative print and digital sources, assess the strengths and limitations of each source in terms of the task, purpose, and audience.
- integrating information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
- drawing evidence from literary or

		<p>informational texts to support analysis, reflection, and research.</p> <ul style="list-style-type: none"> <li>analyzing a complex sequence of events or set of ideas in an informational text in order to explain connections and relationships and how individuals, ideas, or events interact and develop over the course of the text in order to determine the impact on the meaning of the text (e.g., discuss how the author has portrayed the political rivalry and friendship between John Adams and Thomas Jefferson over the course of the text).</li> </ul>
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<b>Content Area Literacy Standards</b>	<b>21<sup>st</sup> Century Skills</b>
<i>not applicable</i>	<ul style="list-style-type: none"> <li><i>manage goals and time</i></li> <li><i>be self-directed learners</i></li> <li><i>be flexible</i></li> <li><i>interact effectively with others</i></li> </ul>

<b>Stage 2 - Evidence</b>	
<b>Evaluative Criteria</b>	<b>Assessment Evidence</b>
	PERFORMANCE TASK(S):
	OTHER EVIDENCE:

<b>Stage 3 – Learning Plan</b>	
<i>Summary of Key Learning Events and Instruction</i>	
<b>Language Arts Integration</b>	<b>Mathematics Integration</b>

<ul style="list-style-type: none"><li>• 1.OA.1 Use</li></ul>	<ul style="list-style-type: none"><li>• 1.OA.1 Use</li></ul>
<b><i>Technology Integration</i></b>	<b><i>District Materials</i></b>
<ul style="list-style-type: none"><li>• 1.OA.1 Use</li></ul>	



# Timberlane Regional High School

36 Greenough Road • Plaistow, NH 03865 • Phone: 603-382-6541 • Fax: 603-382-8086 • [www.timberlanehs.com](http://www.timberlanehs.com)

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May 30, 2023

## Executive Summary

Currently the tennis courts located on TRHS school grounds have numerous cracks throughout all four court areas. The condition of the tennis courts has been an issue for many years. In the past, companies have attempted to fill the cracks on the surface, but this has not proven to be an effective solution.

According to New England Sealcoat Co., the tennis courts are beyond their recommended repair condition, and they would not give a price quote. The estimated cost of their work would have been over \$40,000.00, and it would not have solved the problem. Also, Cape and Islands Track and Tennis was contacted and gave a quote of \$488,000 to dig up and completely resurface the tennis courts. It should be noted that last summer two maintenance workers here at Timberlane worked on sealing the cracks. However, the work was unsuccessful.

In speaking with Mr. Bill Gegas of NH Land and Conservation, he shared the following information:

The redevelopment of the tennis courts is not part of the current grant agreement scope, therefore the TRSD cannot be reimbursed for any incurred costs thereof without either a new grant agreement, or an amendment/addendum to the existing grant agreement for the track (#33-00751). In either case, the TRSD would have to go through the normal application process for the proposal to be scored against other potential applicants.

It should be noted that if the timing of the proposal presents a feasible scenario for the increase in scope for the tennis courts to be added to the track grant, then it could be submitted to NPS as an amendment. However, approval of such a request would not be guaranteed, and the decision would not come until June or July of 2024.

The tennis courts need to be replaced.

Prepared by: Mr. Angelo Fantasia, Director of Athletics, Timberlane Regional School District



## EXECUTIVE SUMMARY

June 1, 2023

### Request to Waive Policy

Pursuant to Policy GBCD “Background Investigation and Criminal History Records Check”, Section D paragraph 6, “Fees for Criminal History Records Check”, “Any applicant for whom the Board requires a Criminal History Record Check, or, in the instance of third-party contractors/organizations, the Covered Person’s employer/organization, shall pay the actual fees and costs associated with the fingerprinting process and/or the submission or processing of the CHRC, unless otherwise determined by the Board”. A copy of Policy GBCD is attached.

Currently our District hires full time students to work temporarily during the summer and school breaks. In light of the cost of the CHRC and lack of available temporary workers, administration is requesting a waiver of School Board Policy GBCD to allow the district to not charge the fee for criminal history records check to full time students that apply to work in the district during school breaks.

If the School Board is so inclined to do so, the cleanest way to handle this would be by a motion to waive School Board Policy GBCD to allow for the district to not charge full time students that apply for temporary work during school breaks the fee for criminal history records check.

Respectfully Submitted,

Maria Watkins  
CFO / Business Administrator

<b>Timberlane Regional School District</b>	<b>Policy Code: GBCD</b>
<b>Adopted: 02-24-05</b> <b>Revised: 03-04-10</b> <b>Reaffirmed: 06-02-16</b> <b>Revised: 09-06-18</b> <b>Revised: 10-06-22</b>	<b>Page 1 of 7</b>

**BACKGROUND INVESTIGATION AND CRIMINAL HISTORY RECORDS CHECK**

To help assure the safety of District students, it is the policy of the Timberlane Regional School Board that before any person is employed by the School District, or are otherwise placed into positions whereby they have frequent close contact with - or supervision of - students, that the administration conduct proper investigation into such person’s background, including, without limitation, a criminal history records check under RSA 189:13-a – 189:13-c.

**A. Definitions.** As used in this policy:

1. **“Applicant”** shall mean and include an applicant for employment or any person seeking to serve in any position falling within the term “Covered Person” as defined below, who is selected by the District for further consideration for such position.
2. **“Background investigation”** means an investigation into the past employment and other background of an Applicant with the intent of determining whether:
  - a. The applicant/covered person is qualified for the position for which he/she has applied, will/would be assigned, or will/would perform, and
  - b. The applicant has been found guilty of any criminal activity or conduct that would make him/her ineligible or unsuitable for employment or service in the district.
3. **“Conditional offer of employment”** means an offer of employment extended to a selected Applicant subject to a successful completed criminal history record check (defined below) which is satisfactory to the SAU or school district.
4. **“Contractor”** means a private business or agency or an employee or employees of the contractor which contracts with a SAU, school district, or charter school to provide services including but not limited to:
  - a. cafeteria workers,
  - b. school bus drivers,
  - c. custodial personnel,
  - d. any other direct service or services to students of the district or charter school.
5. **“Covered Person”** shall mean every employee, stipended position (e.g., coach, trainer, drama coach, etc.), candidate, designated volunteer (whether direct or through a volunteer organization), or any other service where the contractor or employees of the contractor provide services directly to students of the District, or any applicant/person seeking to serve in any of those positions. NOTE: Only those volunteers who meet the definition of “Designated Volunteer” below are considered “Covered Employees”. See Board policy

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IJOE for additional provisions relating to all volunteers. All Covered Persons are required to undergo training.

6. **“Criminal History Records Check” or “CHRC”** means a criminal history records inquiry under RSA 189:13-a – 13-c, conducted by the New Hampshire State Police through its records and through the Federal Bureau of Investigation.
7. **“Designated Volunteer”** is any volunteer who:
  - a. Comes in direct contact with students on a predictable basis (e.g., library volunteer, field trip chaperone);
  - b. Meets regularly with students (e.g., community mentor, volunteer assistant coach);
  - c. Meets with students on a one-on-one basis; OR
  - d. Any other volunteer so designated by the School Board or Superintendent.

The administrative supervisor for the applicable activity or program (e.g., building principal, athletic director), shall have the responsibility of determining whether a volunteer position is a “Designated Volunteer”, subject to any additional rules or procedures established by the Superintendent.

8. **“Educator Candidate”** means a student at an institution of higher education in New Hampshire who has been selected to participate in a K-12 educator preparation program (RSA 189:13-c, I(b)). This definition includes both Educator Candidates who are placed as student teachers in the district, and those who might be in the District for a different purpose (e.g., Methods, etc.).
9. **“Section V Offense(s)”** are those criminal offenses listed in RSA 189:13-a, V, as that list may be amended by the Legislature from time to time. The current of offenses may be accessed at:

<http://www.gencourt.state.nh.us/rsa/html/XV/189/189-13-a.htm>

**“Non-Section V Offenses”** are all other crimes offenses, whether felonies or misdemeanors.

10. **“Designee”** shall mean, a person designated by the Superintendent to receive and inspect results of the Criminal History Records Check. Under RSA 189:13-a, II, the Designee for purposes of CHRC may only be an assistant superintendent, head of human resources, the personnel director, the business administrator or the finance director.

**B. Background Investigation.** The Superintendent will require a Background Investigation of any Applicant or Covered Person as defined in this policy. The Superintendent may assign

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the Background Investigation (but not the CHRC) to someone other than Designee, but shall be completed prior to making a final offer of employment, approving the contract with an individual contracting directly with the District, student teacher, or a Designated Volunteer to work or serve within the District. For Covered Persons who are employed by a third-party contractor or assigned as a Designated Volunteer by a volunteer agency, the Superintendent or Designee may waive the Background Investigation and instead rely on suitable assurances from the contracting company or agency regarding a background investigation. The requirement for a Criminal History Records Check under paragraph D, below, however, may not be waived. *All decisions regarding employment and the pre-employment process shall conform to the District’s Anti-Discrimination and Equal Opportunity policy AC.*

As part of the application process, each Applicant shall be asked whether he/she has ever been convicted of any crime and whether there are any criminal charges pending against him/her at the time of application. The Applicant will also be directed to report any criminal charges brought against him or her after the application is submitted and until either hired or until notified that s/he will not be hired. Failure to report will be treated in the same manner as falsification of information under Section C, below.

General record of completion of a Background Investigation (but not copies of the results of a CHRC) shall be retained in an employee’s personnel file and retained pursuant to the District’s Record Retention Schedule EHB-R.

**C. False Information.** The falsification or omission of any information on a job application, during the pendency of the application, or in a job interview, including, but not limited to, information concerning criminal convictions or pending criminal charges, shall be grounds for disqualification from consideration for employment, withdrawal of any offer of employment, or immediate discharge from employment.

**D. Criminal History Records Check.**

**1. General.** As part of the District’s Background Investigation, each Applicant must submit to a Criminal History Records Check (“CHRC”) through the State of New Hampshire in full compliance with RSA 189:13-a. No Covered Person/Applicant shall be employed, extended a Conditional Offer of Employment, or begin service in the District, until the Superintendent, or his/her designee, has initiated a CHRC.

The Applicant shall provide the District with a criminal history records release form as provided by the New Hampshire State Police along with a full set of fingerprints taken by a qualified law enforcement agency according to RSA 189:13-a, II.

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Refusal to provide the required criminal history records release form (with fingerprints) and any other required releases to authorize the CHRC will result in immediate disqualification of the Applicant/Covered Person and will not be considered for the position.

2. **Special Provisions for Educator Candidates, Bus Drivers & Bus Monitors**
  - a. **Educator Candidate.** Educator Candidates who are placed in the District as a student teacher shall undergo a CHRC prior to beginning in the District. For Educator Candidates in the District under a status other than student teacher (e.g, observation, Methods Course or Practicum student), the Superintendent or Designee will determine whether to require a CHRC using the same parameters included in the Designated Volunteer definition, above.
  - b. **Bus Drivers and Bus Monitors.** Pursuant to RSA 189:13-a, VI and RSA 189:13-b, criminal history records checks for bus drivers and bus monitors shall be processed through the New Hampshire Department of Education (“NHED”). Although NHED will conduct the CHRC, the Superintendent or designee shall require a Background Investigation in accordance with paragraph B.
3. **Results of Criminal History Records Check.** The results of the CHRC shall be delivered to the Superintendent or designee who shall be responsible for maintaining their confidentiality. The Superintendent or Designee shall destroy all results and reports of any CHRC within sixty (60) days of receiving said information.
4. **Pending Charges or Convictions for Section V Offenses.** If the results of the CHRC disclose that the Applicant has either been convicted of or is charged pending disposition of a violation or attempted violation of a Section V offense, that person shall not receive an offer or final offer of employment. Additionally, the Superintendent (not the Superintendent’s Designee), shall notify NHED through its Investigator or the Chief of the Governance Unit or as otherwise directed by NHED.
5. **Non-Section V Offenses and/or Past Charges of Section V Offenses.** If the results of a CHRC disclose that the Applicant has been charged (whether pending or previously concluded) with a Non-Section V Offense, or has been previously charged with a Section V Offense which the charge has been disposed of other than by a conviction, the Superintendent or Designee shall take such information into account prior to hiring or assigning such Applicant. In making a determination regarding such an Applicant, the Superintendent or Designee shall consider all reliable information, and assess whether, in light of the totality of the circumstances, the Applicant’s suitability for the position

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<b>Adopted: 02-24-05</b> <b>Revised: 03-04-10</b> <b>Reaffirmed: 06-02-16</b> <b>Revised: 09-06-18</b> <b>Revised: 10-06-22</b>	<b>Page 5 of 7</b>

sought with student safety being the priority consideration. (Circumstances the Superintendent should consider, include, but are not limited to, nature and date of the charge, information about reduced charges, age at time of charge, relationship of the nature of the charged offense to the duties of the position sought),

If the Superintendent chooses to nominate, appoint or assign an Applicant who has a history of conviction or pending charges of a Non-Section V Offense, or of past concluded charges of Section V Offenses that did not result in a conviction, then the final hiring decision or appointment of another Covered Person must be approved by the School Board. The Superintendent may share to the Board in non-public session general information about the offense/conviction but is prohibited under RSA 189:13-a from sharing the CHRC report.

- 6. Fees for Criminal History Records Check.** Any applicant for whom the Board requires a CHRC check, or, in the instance of third party contractors/organizations, the Covered Person's employer/organization, shall pay the actual fees and costs associated with the fingerprinting process and/or the submission or processing of the CHRC, unless otherwise determined by the Board.
- 7. Additional Criminal Records Checks.** To the extent permitted by law, the Superintendent or Designee may require a CHRC of any Covered Person at any time after hire or appointment to a position within the District.

**E. Conditional Offer of Employment.** Applicants who have been selected for employment may be given a conditional offer of employment, with the final offer subject to the successful completion of the Background Investigation and CHRC, and a determination that there are no disqualifying pending charges or convictions.

Any Applicant who is offered conditional employment, by way of individual contract or other type of letter of employment, will have clearly stated in such contract or letter of employment that his/her employment or approval to work within the District is entirely conditioned upon the results of a CHRC and Background Investigation being satisfactory to the District.

**F. Final Offer of Employment.** No Applicant shall be extended a final offer of employment or be allowed to serve/provide services in the District if such person has charges pending or has been convicted of any Section V Offense; or where such person has been convicted of the same conduct in another state, territory, or possession of the United States; or where such person has been convicted of the same conduct in a foreign country.

<b>Timberlane Regional School District</b>	<b>Policy Code: GBCD</b>
<b>Adopted: 02-24-05</b> <b>Revised: 03-04-10</b> <b>Reaffirmed: 06-02-16</b> <b>Revised: 09-06-18</b> <b>Revised: 10-06-22</b>	<b>Page 6 of 7</b>

An Applicant may only be extended a final offer of employment or final approval to work/serve within the District’s schools upon the satisfactory completion and results of CHRC and Background Investigation,

- G. Administrative Protocols/Procedures.** The Superintendent is authorized to establish written protocols for background investigations, and such protocols may vary depending on the nature of the position(s) (e.g., verification of academic records and achievements for certified professionals, credit checks for personnel with fiscal responsibilities). The written protocols may include additional specific disqualifying misdemeanor or felony convictions or charges (e.g., prostitution, theft, etc.) in addition to the Section V Offenses.
- H. Contractor and Vendor Provisions.** The Superintendent shall take such steps as are necessary to assure third party agreements which involve covered personnel to include a provision for such personnel to complete CHRCs and Background Investigations as required under this policy, as well as training and information relative to child sexual abuse prevention as required under RSA 189:13-a, XII.
- I. Training of Superintendent/Designee.** The Superintendent or any Designee shall complete such training relative to the reading and interpretation of criminal records as required by NHED.
- J. Reports of Criminal Offenses Post-Hire or Commencement of Service.** When the District receives a notification of a Covered Person being charged with or convicted of a Section V Offense or other crime which is evidence of the individual's unsuitability to continue in their role, the Superintendent shall take immediate appropriate action to remove the individual from contact with students. Employees shall be placed on paid administrative leave, if not subject to immediate discharge. The Superintendent will then take appropriate employment or other action, consistent with law and any applicable employment contract or collective bargaining agreement to address the individual's ongoing relationship with the District. If the Covered Person charged/convicted of a Section V Offense is a credential holder as defined in the New Hampshire Code of Conduct for Educators, the Superintendent shall report to the New Hampshire Department of Education pursuant to section 510.05 of the Code and Board policy GBEAB – Mandatory Code of Conduct Reporting.

*Legal References:*

*RSA 189:13-a, School Employee and Designated School Volunteer Criminal History Records Check*

*RSA 189:13-b, School Bus Driver and Transportation Monitor Criminal History Records Check*

<b>Timberlane Regional School District</b>	<b>Policy Code: GBCD</b>
<b>Adopted: 02-24-05</b> <b>Revised: 03-04-10</b> <b>Reaffirmed: 06-02-16</b> <b>Revised: 09-06-18</b> <b>Revised: 10-06-22</b>	<b>Page 7 of 7</b>

*Code of Conduct for New Hampshire Educators*

**SCHOOL BUS TRANSPORTATION SERVICES**  
**AGREEMENT**

THIS AGREEMENT ("Agreement") is made and entered into as of the \_\_\_\_ day of 2023, by and between Timberlane Regional School District, with principal offices at 30 Greenough Road Plaistow, NH 03865, (hereinafter called "District"), and First Student, Inc., with its national headquarters at 600 Vine Street, Suite 1400, Cincinnati, Ohio 45202-5755 and local business offices for purposes of this Agreement located at 2 Danville Road, Plaistow, NH 03865 (hereinafter called "Carrier").

**WITNESSETH**

WHEREAS, District has selected Carrier to provide the non-special education pupil transportation services described herein; and

WHEREAS, Carrier desires to provide such transportation services,

NOW, THEREFORE, in consideration of the covenants hereinafter contained, the parties agree as follows:

**SECTION 1: TERM**

- 1.1 The term of this Agreement shall commence July 1, 2023 and shall continue through June 30, 2026. This Agreement may be extended at the option of the District for two (2) additional 1-year periods, based on the pricing provided by the Carrier in its bid form, attached hereto as Schedule A. The District shall provide written notice of each 1-year extension on or before February 1st of the preceding school year. For purposes of this Agreement, the term "Contract Year" shall mean each one-year period commencing on July 1st during the term of this Agreement.

**SECTION 2: SCOPE OF SERVICES REQUIRED**

- 2.1 Carrier shall, during the term of this Agreement, supply and maintain such school buses (in quantity and capacity) and personnel as are required to fulfill District's needs for non-special education transportation services as described in the Bid Specifications (Appendix) and Carrier's Proposal, each of which are incorporated herein by reference. In the event of an ambiguity or conflict between these documents and the provisions of this Agreement, the documents shall take the following precedence: this Agreement, then the Bid Specifications, and then the Carrier's Proposal.
- 2.2 District and Carrier will consult on a regular basis concerning the Transportation requirements of District. In the event of increases or decreases in the number of students requiring Transportation, or in routes or schedules, the number of buses

and the number of spare buses will be adjusted accordingly. District may increase or decrease services to be provided by Carrier under this Agreement (Schedule Readjustments). However, where Schedule Readjustments impact by 5% or more the service levels or equipment levels required of Carrier under the assumed routes, schedules, days of service, hours or miles, or vehicle requirements contained in this RFP, the parties may mutually agree to adjust rates commensurately to cover increases or decreases in cost structure associated with such changes by District.

- 2.3 In the event of any Schedule Readjustments, Carrier shall be afforded a period of fourteen (14) days following implementation of such changes during which time no liquidated damages may be assessed with respect to scheduled drop-off times or availability of buses on routes, while Carrier makes operational adjustments to meet District requirements.
- 2.4 District represents, warrants and covenants that from and after the effective date of this Agreement, District will use Carrier as District's provider for all of District's non-special education home-to-school at rates set forth in Schedule A.
- 2.5 District must notify Carrier in writing within forty-eight (48) hours of an incident its intent to assess liquidated damages. Liquidated damages will be assessed for failure to provide adequate numbers of buses, drivers, and the communication equipment specified in the RFP. District must bill Carrier for such liquidated damage within sixty (60) days of the incident. Failure to either timely notify or bill Carrier shall relieve Carrier of its obligation to pay liquidated damages for the particular incident.
- 2.6 If District suspends service for longer than fourteen (14) days for any reason, excluding any labor related force majeure event as defined in this Agreement, District shall pay Carrier for all fixed costs associated with the contract from the first suspended/cancelled day through the length of the cancellation/suspension.

### **SECTION 3: COMPENSATION AND BILLING**

- 3.1 In consideration for services rendered hereunder, District shall pay to Carrier all undisputed sums due and owing in accordance with the rates set forth in Schedule A, as may be adjusted from time to time as provided herein.

Carrier will submit to invoices to District commencing September 1 and ending June 1 of each school year for which, this Agreement is in effect and Carrier shall be paid in 10 monthly equal payments. After verification of the statement, District shall pay the full amount due to Carrier within 30 days of receipt of a proper invoice being submitted.

In the event that District fails to make a payment on any undisputed sums due hereunder, and such sums remain unpaid for 31 days following receipt of the invoice by District, Carrier shall be entitled to: a) charge interest on unpaid amounts at the rate of 1.5% per month or the maximum statutory amount, whichever is greater; and/or b)

terminate service under this Agreement until all amounts due have been paid in full. In the event of repeated delinquency by District, Carrier shall have the right to request a deposit or payment bond from District before resuming service. The prevailing party shall be entitled to, without limitation, court costs, litigation expenses and attorneys' fees incurred in any attempt to collect unpaid amounts due under this Agreement.

In the event that any statement amount is disputed by District, the District shall deliver written notice specifying the disputed amount to Carrier within five (5) business days of receipt of the statement by District. In the absence of District timely providing said written notice, District waives any right to dispute said statement in the future.

#### **SECTION 4: ESCALATION**

- 4.1 In the event of unusual circumstances, such as changes in local, state or federal laws, regulations or specifications or recommendations, to include enhanced safety protocols such as increased vehicle cleaning protocols; health screenings; vehicle configuration/modification; PPE; or seat belt installations; or increased insurance or surety premiums or any other condition which causes any of Carrier's operating costs to increase at a disproportionate rate to existing rate, then the parties shall negotiate in good faith to seek an equitable rate adjustment. Carrier shall make a reasonable effort to maintain daily rates as stated in Schedule A.

#### **SECTION 5: FUEL**

- 5.1 Carrier shall purchase at its own cost, [including/excluding taxes], all fuel required for the operation of buses hereunder.

#### **SECTION 6: ROUTES AND SCHEDULES**

- 6.1 Carrier shall be primarily responsible for planning all routes, stops and schedules, subject to approval by the District Superintendent or School Board. Carrier shall furnish District a complete route map on or before August 15th of each school year.
- 6.2 District shall furnish Carrier with a list of student names and addresses not later than July 15th of each school year, from which Carrier will construct a complete route map on or before the first day of enrollment of each school year. Carrier shall use the route information provided by District to calculate the approximate time of pick up and drop off for each stop. Carrier shall then provide a list of such times to District. District shall inform parents and families of these times. Both parties acknowledge student register throughout the summer and minor adjustments may need to be made.
- 6.3 District reserves the right to establish the routes and schedules to be followed and to make changes therein from time to time. District shall notify Carrier whenever

changes are necessary in routes or time schedules, and Carrier shall make a reasonable effort to adjust its operations to incorporate such changes within five (5) business days after notice is received from District. District shall waive its right to assess any liquidated damage or penalty in accordance with Section 2.3. In the event District changes routes or schedules once service has begun or been published, District will assist in republication of changes or other notification to those patrons whose service has been changed. Carrier shall consult with District as to stops or portions of routes that Carrier considers to be a safety concern due to traffic patterns or configurations. In the event any stop or portion of a route remains unchanged by District after such discussions, and Carrier believes such stop or route presents an unacceptable safety risk to Carrier's property or students, Carrier may reject the stop or route portion and provide District with alternative designations by written notice.

## **SECTION 7: RECORDS AND REPORTS**

- 7.1 Carrier shall provide within 30 business days of any request, those reports and records which may be reasonably requested by District pertaining to students, routes, stops, mileage audits and other information having to do with daily operations. In reviewing Carrier's records, to the extent not prohibited by law. District shall protect the confidentiality of Carrier's proprietary or confidential information included in the data provided.
- 7.2 Carrier shall maintain such records and submit such reports, as are deemed necessary by District and as negotiated between Carrier and District from time to time. All reports required by District shall be submitted on forms mutually agreed upon by both parties. Carrier will not be responsible for filing on behalf of District any state or regulatory reports concerning ridership or reimbursement.
- 7.3 Carrier shall immediately notify the Superintendent of Schools, or his or her designated representative, by telephone and confirmed as soon as practicable in writing, of the occurrence of any incident involving student riders, or an accident reportable by law that involves a vehicle with passengers that is being used to provide transportation services pursuant to this Agreement. Written notification shall contain a full and complete statement of all relative facts including police case number when available.

## **SECTION 8: INDEMNIFICATION**

- 8.1 Carrier agrees to indemnify, hold harmless and defend District, its governing board, officers, employees and agents from and against every claim or demand and related expenses (including reasonable attorneys' fees) which may be made by any person, firm, or corporation, or any other entity arising from or caused by the negligence or willful misconduct of Carrier, its employees, agents, and subcontractors in the performance of this Agreement, except to the extent that such claim or demand arises

from or is caused by the negligence or willful misconduct of District, its agents or employees, student-upon- student violence; routing; or Carrier's good faith adherence to District's policies, procedures or written directives.

## **SECTION 9: INSURANCE**

- 9.1 Carrier shall, at its expense, comply with all of the terms and conditions of the Insurance section of the RFP. Upon request, Carrier agrees to provide to District a certificate of insurance evidencing such coverage and designating District as an additional insured for claims arising specifically under this Agreement as its interest may appear for both the General and Automobile Liability programs, such certificate to be provided by July 1st of each Contract Year, or on renewal of such policies. All insurance policies shall provide that no coverage shall be canceled except by thirty (30) days' written notice to Carrier and District. Insurer shall maintain a minimum A.M. Best's & Company rating of A or Carrier shall obtain insurance from a company mutually agreed upon between Carrier and District. Upon request, Carrier shall provide District with a certificate of insurance as evidence of having statutory workers' compensation coverage at levels and in forms required by the laws in which Carrier shall operate for this Agreement.
- 9.2 District will, at its own expense, procure and keep in force general liability insurance as is customary in the business and at limits of not less than \$6,000,000.00.

## **SECTION 10: FORCE MAJEURE**

- 10.1 In the event Carrier is unable to provide the transportation services as specified in this Agreement because of any act of God, civil disturbance, fire, riot, war, terrorism, picketing, strike, labor dispute, labor shortages, governmental action or any other condition or cause beyond Carrier's control (a "force majeure"), District shall excuse Carrier from performance under this Agreement for the duration of the force majeure; provided that the Carrier takes reasonable steps to overcome the force majeure. The Carrier shall not charge the District for services not rendered. Local strikes or labor disputes involving the Carrier's employees shall not be considered a force majeure under this Agreement.

If said force majeure act causes District to suspend in person classes during a force majeure event other than for any labor related events, District shall pay Contractor 60% of the daily rate for each day that in person classes are suspended.

## **SECTION 11: SCHOOL CLOSINGS OR CHANGES IN SCHEDULE**

- 11.1 Whenever (a) inclement weather or impassability of roads occurs, (b) school is canceled or delayed, (c) the school day is scheduled for other than regular start or end times, or

(d) school is dismissed early for any reason, District shall notify Carrier not later than 5:30 a.m. on the day of such cancellation or delay or not later than two (2) hours before early dismissal or the cancellation of Supplemental Transportation. District shall pay Carrier the full daily rate per bus for days when District fails to timely notify Carrier of school cancellations or early dismissals.

- 11.2 Notwithstanding the foregoing, in the event of circumstances in the operation of any school which necessitate early dismissal for student health or safety reasons, the Carrier and District shall cooperate to facilitate orderly transportation of students in the most efficient manner possible in light of the circumstances presented.

## **SECTION 12: SAFETY PROGRAM**

- 12.1 Carrier shall be responsible for implementing, maintaining, and reviewing annually a comprehensive pupil transportation safety program.
- 12.2 Carrier's employees shall not be required to perform any medical functions for passengers, including but not limited to administering EpiPen.

## **SECTION 13: MANAGEMENT PERSONNEL**

- 13.1 Carrier shall employ management personnel who shall be responsible for the efficient operation of the transportation services furnished hereunder and who shall be Carrier's liaison to District. Carrier will designate a crisis management contact person for emergency contact with District. Prior to the start of the school year, Carrier shall inform District of the name(s), contact telephone number(s) and address(es) of such management personnel.
- 13.2 District shall employ management personnel who shall be responsible for coordination of the student transportation requirements of District to be furnished under this Agreement and who shall be District's liaison to Carrier. District will designate a crisis management contact person for emergency contact with Carrier. Prior to the start of the school year, District shall inform Carrier of the name(s), contact telephone number(s) and address(es) of such management personnel.

## **SECTION 14: OPERATIONS, PERSONNEL, DRIVERS**

- 14.1 Carrier shall employ a sufficient number of qualified drivers and support personnel to assure District of continuous, reliable, safe, and on-time service.
- 14.2 Carrier shall take reasonable steps to prevent its employees from exposing any pupil to impropriety of word or conduct. Carrier shall not knowingly permit its drivers to smoke on the bus, to drink any intoxicating beverage, or to be under the influence of drugs or alcohol while operating any bus.

- 14.3 Carrier shall be responsible for hiring and discharging personnel employed by Carrier to perform its obligations hereunder. However, District shall have the right to request Carrier to remove from service to District any employee who, in District's sole discretion, is deemed unsuitable for the performance of transportation services for District; provided that District shall make such request in writing, state the reasons therefore and include any supporting documentation, and provided further that such request does not violate applicable local, state or federal laws, rules or regulations. Unless prohibited by law, District shall indemnify, defend, and hold Carrier harmless from and against all claims, expenses, or liabilities by or to a removed Carrier employee arising from the removal of that employee based on District's request.
- 14.4 Carrier shall provide qualified driver/trainers and qualified drivers, trained and licensed in accordance applicable laws and the rules and regulations of District. Not less than sixty (60) days prior to the start of any school year, District shall advise Carrier of District's requirements for training or qualification for drivers or driver/trainers. Carrier will, to the extent such requirements do not conflict with state or federal laws, implement such requirements into its hiring and training programs for drivers servicing District's students. Carrier agrees that each driver shall:
- 14.4.1 Possess a valid license or permit issued by this State authorizing such person to operate a school bus.
  - 14.4.2 Be certified by a duly licensed medical practitioner as medically qualified and free of medical or physical conditions, which, absent reasonable accommodation, would limit safe operation of a school bus. The physical examination shall be conducted prior to employment and periodically thereafter.
  - 14.4.3 Possess a satisfactory driving record and criminal history record, after review of such records prior to employment and periodically thereafter to the extent permitted or available by law.
  - 14.4.4 Prior to employment and from time-to-time thereafter, to the extent permitted by law, undergo such tests at the Carrier's expense as may reveal, within a reasonable degree of medical or scientific certainty, the presence or absence of drugs or controlled substances in the body and such tests as may clinically reveal alcoholism or alcohol abuse. Negative findings for such tests shall be a condition of employment.
  - 14.4.5 Meet any other criteria required by law or by District's policies, rules or regulations.

## **SECTION 15: TRAINING REQUIREMENTS**

- 15.1 Carrier shall provide thorough instruction to drivers in compliance with state and federal safety and operations guidelines and regulations. The District shall have the right to review course content.
- 15.2 Prior to the start of the school year, Carrier will provide time at one of its driver orientation sessions so that District administrators may address drivers assigned to work under this Agreement on matters relating to the expectations for student conduct and to familiarize drivers with members of the school administration. Such orientation will be at a time and place mutually agreed upon by Carrier and District. District may not distribute materials to drivers without Carrier approval.

## **SECTION 16: EQUIPMENT**

- 16.1 All school buses supplied by Carrier in performance of this Agreement shall meet or exceed the standards established by the applicable laws and regulations. Carrier shall maintain the school buses used to provide transportation services under this Agreement in accordance with law and accepted industry maintenance standards. At the start of the contract, all Home to School buses shall be no older than three (3) years. In addition, for the duration of this contract, no vehicle shall be more than five (5) years old. Spare vehicles shall be no older than three (3) years old at start of contract and no older than eight (8) years old for the duration of this Agreement.
- 16.2 The prices included with this Agreement do not include modifications to vehicles if seat belts or other equipment (collectively, "equipment") were included in the equipment provided for students under this Agreement. If District or any government agency shall at some time in the future mandate that Carrier provide seat belts for use in vehicles, the parties shall negotiate in good faith alternative pricing and availability of vehicles to service District under this Agreement. In the event that District or any governmental agency imposes equipment requirements other than those set forth above on Carrier's vehicles during the term of this Agreement, which are specific requirements for the operation of this Agreement or immediate installation is required for continuing operation of the vehicles, Carrier and District in good faith shall negotiate price increases applicable to such equipment requirement. If the parties do not reach agreement regarding applicable price increases, either party may terminate this Agreement upon not less than sixty (60) days prior written notice to the other party.
- 16.3 Carrier agrees that all vehicles shall be equipped with two-way radios. Carrier agrees to perform an inspection of all radios prior to the start of the school year to ensure proper performance.
- 16.4 District may direct Carrier to perform additional tasks under this Agreement. Carrier may perform such assignments in accordance with an agreed upon schedule and level of effort. Labor costs associated with such assignments shall be invoiced to

District hourly rates for regular time and overtime as may be negotiated by the parties. Parts and supplies and any services performed by other than Carrier shall be invoiced to District at cost/plus markup.

- 16.5 Any vehicle that records audio on a bus under this Agreement shall prominently display a notice indicating that the bus is recording audio. Within thirty (30) days of this Agreement, District and Carrier will also establish reasonable procedures for the review and maintenance of recordings.

### **SECTION 17: PUPIL DISCIPLINE/VANDALISM**

- 17.1 The ultimate responsibility and authority to suspend or expel any pupil from transportation services hereunder shall rest with District. Carrier's drivers are responsible only for such discipline as is required to properly and safely operate Carrier's buses. Each driver shall handle all disciplinary matters in strict accordance with District policy. In no case will a driver eject a pupil from a bus for misbehavior except in the event of an extreme emergency endangering the safety of other pupils or driver and then only after radio notice to Carrier's terminal and to the pupil's building or school principal. In all cases of disciplinary ejection, the bus shall remain at the approximate area of student discharge until authorities arrive on site and authorize it to proceed on route.

All discipline problems shall be reported in writing by the next school day following completion of the route. The District and Carrier will, in the event Carrier determines that a pupil poses a danger to himself/herself or other passengers, cooperate to provide a safe transportation environment prior to Carrier being required to transport such pupil. Further procedures and regulations for the administration of discipline shall be established cooperatively between District and Carrier.

- 17.2 Vandalism, damage to Carrier's equipment or facilities shall be the responsibility of Carrier. District shall give Carrier reasonable assistance in obtaining restitution for damaged equipment or facilities where damage is determined to be caused by District students or personnel. Carrier may, with the written concurrence by District, refuse to provide a pupil with transportation services until vandalism damages caused by such pupil are paid.

### **SECTION 18: ASSIGNMENT**

- 18.1 This Agreement shall not be assigned by the parties hereto, without the written consent of District, which consent shall not be unreasonably withheld or delayed; provided, however, that Carrier may, without approval but with notice, assign the Agreement to a parent, subsidiary, related or affiliated company. Furthermore, a Carrier shall have the right to assign or otherwise transfer this Agreement in connection with a merger, acquisition, corporate reorganization, public stock offering, or sale of all or

substantially all of its assets with reasonable notice to the other party.

#### **SECTION 19: TERMINATION**

- 19.1 Either party may terminate this Agreement in the event that the other party materially breaches this Agreement and fails to cure such breach within thirty (30) days' of receipt of written notice of such breach (or such longer to cure period that the parties may agree). If the breach is not cured within the applicable cure period, the nonbreaching party may terminate this Agreement, effective upon delivery of written notice of termination for cause.
- 19.2 In the event that sufficient funds are not appropriated for student and/or school transportation services during the ensuing fiscal year, District may terminate this Agreement by written notice within thirty (30) days of adoption of the district budget for the fiscal year in question, and this Agreement shall be terminated as of the end of the fiscal period for which appropriations have been made.
- 19.3 Either party may terminate this Agreement for convenience upon not less thirty (30) days prior written notice to the other party.
- 19.4 Any termination of this Agreement by District shall be without cost or penalty to District. District shall be liable to pay the Carrier only such amounts as are due as of the date of termination.

#### **SECTION 20: SURVIVAL**

- 20.1 The mutual obligations described in Compensation and Billing, and Indemnification herein shall survive the termination or expiration of the Agreement.

#### **SECTION 21: STATUS OF CARRIER**

- 21.1 At all times during this Agreement, Carrier shall be an independent contractor to District, and not a partner, agent, or joint venture of District. Neither Carrier nor any of its employees shall be held or deemed in any way to be an agent, employee or official of District. Carrier shall be responsible for and hold District harmless from any liability for unemployment taxes or contributions, payroll taxes or other federal or state employment taxes related to Carrier's employees.

#### **SECTION 22: SEVERABILITY**

- 22.1 In the event any provision specified herein is held or determined by a court of competent jurisdiction to be illegal, void or in contravention of any applicable law, the remainder of the Agreement shall remain in full force and effect.

## **SECTION 23: EXTENSION AND MODIFICATION**

- 23.1 Carrier and District may extend this Agreement upon mutual Agreement for up to two (2) one (1) year terms. Additionally, the parties may modify the terms of this Agreement in whole or in part as circumstances may justify by mutual written agreement executed by the duly authorized representatives of the parties.

## **SECTION 24: NOTICE TO PARTIES**

- 24.1 All notices to be given by the parties to this Agreement shall be in writing and served by depositing same in the United States mail, postage prepaid, registered or certified mail.

Notices to Timberlane Regional School  
District shall be addressed to:  
30 Greenough Road  
Plaistow, NH 03865  
Attention: Business office

Notices to Carrier shall be addressed to:  
51 Lowell Road  
Salem, NH 03079  
Attention: Area General Manager

With a copy to:  
FirstGroup America  
600 Vine Street, Suite 1400  
Cincinnati, OH 45202  
Attention: General Counsel

- 24.2 District or Carrier may change its address of record for receipt of official notice by giving the other written notice of such change and any necessary mailing instructions.

## **SECTION 25: ENTIRE AGREEMENT**

- 25.1 This Agreement, including the District bid solicitation and Carrier bid submission, sets forth the entire agreement between District and Carrier concerning the subject matter hereof. There are no representations, either oral or written, between District and Carrier other than those contained in this Agreement. This Agreement may not be amended except by written instrument signed by both parties.

**SECTION 26: COMPLIANCE WITH THE LAW**

26.1 Notwithstanding any contrary provision in this Agreement, Carrier shall comply with federal, state and local laws, rules and regulations in providing transportation services described herein.

**SECTION 27: DISPUTE RESOLUTION**

27.1 The parties shall negotiate in good faith in an attempt to resolve any dispute that may arise under this Agreement. Disputes that cannot be resolved by negotiation shall be submitted to mediation using a mutually agreed upon mediator. In the absence of an agreement on a mediator, each party shall select a temporary mediator and those mediators shall jointly select the permanent mediator. If mediation is not successful, the parties may pursue their remedies as they choose. Nothing in this Agreement shall be deemed to prevent the parties from agreeing in the future to submit a dispute to arbitration or litigation.

**SECTION 28: PLACE OF CONTRACT/CONTROLLING LAW**

28.1 This Agreement shall be governed by the laws of the State of New Hampshire, without regard to conflicts of law principles.

**SECTION 29: PUBLIC OBLIGATION**

29.1 District acknowledges that this Agreement serves a public purpose and that any payments associated with this Agreement for the provision of any aspect of student transportation services promotes a public purpose and is for the public welfare.

**SECTION 30: AUTHORITY**

30.1 Both parties warrant that they are properly authorized to enter into this Agreement.

IN WITNESS WHEREOF, the parties hereto have executed the Agreement the day and year first hereinabove written.

First Student, Inc.

Timberlane Regional School District

By: \_\_\_\_\_

By: \_\_\_\_\_

Title: \_\_\_\_\_

Title: \_\_\_\_\_

Attest:  
By: \_\_\_\_\_

Title: \_\_\_\_\_

Attest:  
By: \_\_\_\_\_

Title: \_\_\_\_\_

## Schedule A

### Regular Education

*Option*

*Option*

	<b>2023-2024</b>	<b>2024-2025</b>	<b>2025-2026</b>	<b>2026-2027</b>	<b>2027-2028</b>
<b>Regular routes (29)</b>					
Annual cost (180 days)	\$2,489,626.80	\$2,626,547.40	\$2,725,048.80	\$2,827,256.40	\$2,933,274.60
Daily Rate per Bus	\$476.94	\$503.17	\$522.04	\$541.61	\$561.93
<b>ESY Summer School (3)</b>					
Annual cost (20 days)	\$23,578.96	\$24,875.80	\$25,808.64	\$26,776.46	\$27,780.58
Daily Rate per Bus	\$392.98	\$414.60	\$430.14	\$446.27	\$463.01
<b>Kindergarten MIDDAY</b>					
Daily Rate per Bus	\$90.69	\$95.68	\$99.27	\$102.99	\$106.85
<b>Athletic and Field Trips</b>					
Cost per Mile	\$3.25	\$3.36	\$3.48	\$3.60	\$3.73
Cost per hour wait time	\$26.98	\$27.92	\$28.90	\$29.91	\$30.95
Minimum Charge	\$111.25	\$115.14	\$119.17	\$123.34	\$127.66
In-district, 1 hour or less	\$111.25	\$115.14	\$119.17	\$123.34	\$127.66
<b>Vocational Education Trips</b>					
Annual cost (1 bus X 180 days)	\$69,332.40	\$73,145.68	\$75,888.65	\$78,734.47	\$81,685.80
Daily Rate per Bus	\$385.18	\$406.36	\$421.60	\$437.41	\$453.81
<b>Late Buses</b>					
Annual cost (1 bus x 180 days)	\$16,324.20	\$17,222.40	\$17,868.24	\$18,538.24	\$19,233.49
Daily Rate per Bus	\$90.69	\$95.68	\$99.27	\$102.99	\$106.85
<b>Performing Arts Center (PAC)</b>					
Additional cost per trip	\$120.53	\$124.74	\$129.11	\$133.63	\$138.31

**SCHOOL BUS TRANSPORTATION SERVICES**  
**AGREEMENT**

THIS AGREEMENT ("Agreement") is made and entered into as of the \_\_\_\_ day of 2023, by and between Timberlane Regional School District, with principal offices at 30 Greenough Road Plaistow, NH 03865, (hereinafter called "District"), and First Student, Inc., with its national headquarters at 600 Vine Street, Suite 1400, Cincinnati, Ohio 45202-5755 and local business offices for purposes of this Agreement located at 2 Danville Road, Plaistow, NH 03865 (hereinafter called "Carrier").

**WITNESSETH**

WHEREAS, District has selected Carrier to provide the special education pupil transportation services described herein; and

WHEREAS, Carrier desires to provide such transportation services,

NOW, THEREFORE, in consideration of the covenants hereinafter contained, the parties agree as follows:

**SECTION 1: TERM**

- 1.1 The term of this Agreement shall commence July 1, 2023 and shall continue through June 30, 2026. This Agreement may be extended at the option of the District for two (2) additional 1-year periods, based on the pricing provided by the Carrier in its bid form, attached hereto as Schedule A. The District shall provide written notice of each 1-year extension on or before February 1st of the preceding school year. For purposes of this Agreement, the term "Contract Year" shall mean each one-year period commencing on July 1st during the term of this Agreement.

**SECTION 2: SCOPE OF SERVICES REQUIRED**

- 2.1 Carrier shall, during the term of this Agreement, supply and maintain such school buses (in quantity and capacity) and personnel as are required to fulfill District's needs for non-special education transportation services as described in the Bid Specifications (Appendix) and Carrier's Proposal, each of which are incorporated herein by reference. In the event of an ambiguity or conflict between these documents and the provisions of this Agreement, the documents shall take the following precedence: this Agreement, then the Bid Specifications, and then the Carrier's Proposal.
- 2.2 District and Carrier will consult on a regular basis concerning the Transportation requirements of District. In the event of increases or decreases in the number of students requiring Transportation, or in routes or schedules, the number of buses

and the number of spare buses will be adjusted accordingly. District may increase or decrease services to be provided by Carrier under this Agreement (Schedule Readjustments). However, where Schedule Readjustments impact by 5% or more the service levels or equipment levels required of Carrier under the assumed routes, schedules, days of service, hours or miles, or vehicle requirements contained in this RFP, the parties may mutually agree to adjust rates commensurately to cover increases or decreases in cost structure associated with such changes by District.

- 2.3 In the event of any Schedule Readjustments, Carrier shall be afforded a period of fourteen (14) days following implementation of such changes during which time no liquidated damages may be assessed with respect to scheduled drop-off times or availability of buses on routes, while Carrier makes operational adjustments to meet District requirements.
- 2.4 District represents, warrants and covenants that from and after the effective date of this Agreement, District will use Carrier as District's provider for all of District's non-special education home-to-school at rates set forth in Schedule A.
- 2.5 District must notify Carrier in writing within forty-eight (48) hours of an incident its intent to assess liquidated damages. Liquidated damages will be assessed for failure to provide adequate numbers of buses, drivers, and the communication equipment specified in the RFP. District must bill Carrier for such liquidated damage within sixty (60) days of the incident. Failure to either timely notify or bill Carrier shall relieve Carrier of its obligation to pay liquidated damages for the particular incident.
- 2.6 If District suspends service for longer than fourteen (14) days for any reason, excluding any labor related force majeure event as defined in this Agreement, District shall pay Carrier for all fixed costs associated with the contract from the first suspended/cancelled day through the length of the cancellation/suspension.

### **SECTION 3: COMPENSATION AND BILLING**

- 3.1 In consideration for services rendered hereunder, District shall pay to Carrier all undisputed sums due and owing in accordance with the rates set forth in Schedule A, as may be adjusted from time to time as provided herein.

Carrier will submit to invoices to District commencing September 1 and ending June 1 of each school year for which, this Agreement is in effect and Carrier shall be paid in 10 monthly equal payments. After verification of the statement, District shall pay the full amount due to Carrier within 30 days of receipt of a proper invoice being submitted.

In the event that District fails to make a payment on any undisputed sums due hereunder, and such sums remain unpaid for 31 days following receipt of the invoice by District, Carrier shall be entitled to: a) charge interest on unpaid amounts at the rate of 1.5% per month or the maximum statutory amount, whichever is greater; and/or b)

terminate service under this Agreement until all amounts due have been paid in full. In the event of repeated delinquency by District, Carrier shall have the right to request a deposit or payment bond from District before resuming service. The prevailing party shall be entitled to, without limitation, court costs, litigation expenses and attorneys' fees incurred in any attempt to collect unpaid amounts due under this Agreement.

In the event that any statement amount is disputed by District, the District shall deliver written notice specifying the disputed amount to Carrier within five (5) business days of receipt of the statement by District. In the absence of District timely providing said written notice, District waives any right to dispute said statement in the future.

#### **SECTION 4: ESCALATION**

- 4.1 In the event of unusual circumstances, such as changes in local, state or federal laws, regulations or specifications or recommendations, to include enhanced safety protocols such as increased vehicle cleaning protocols; health screenings; vehicle configuration/modification; PPE; or seat belt installations; or increased insurance or surety premiums or any other condition which causes any of Carrier's operating costs to increase at a disproportionate rate to existing rate, then the parties shall negotiate in good faith to seek an equitable rate adjustment. Carrier shall make a reasonable effort to maintain daily rates as stated in Schedule A.

#### **SECTION 5: FUEL**

- 5.1 Carrier shall purchase at its own cost, [including/excluding taxes], all fuel required for the operation of buses hereunder.

#### **SECTION 6: ROUTES AND SCHEDULES**

- 6.1 Carrier shall be primarily responsible for planning all routes, stops and schedules, subject to approval by the District Superintendent or School Board. Carrier shall furnish District a complete route map on or before August 15th of each school year.
- 6.2 District shall furnish Carrier with a list of student names and addresses not later than July 15th of each school year, from which Carrier will construct a complete route map on or before the first day of enrollment of each school year. Carrier shall use the route information provided by District to calculate the approximate time of pick up and drop off for each stop. Carrier shall then provide a list of such times to District. District shall inform parents and families of these times. Both parties acknowledge student register throughout the summer and minor adjustments may need to be made.
- 6.3 District reserves the right to establish the routes and schedules to be followed and to make changes therein from time to time. District shall notify Carrier whenever

changes are necessary in routes or time schedules, and Carrier shall make a reasonable effort to adjust its operations to incorporate such changes within five (5) business days after notice is received from District. District shall waive its right to assess any liquidated damage or penalty in accordance with Section 2.3. In the event District changes routes or schedules once service has begun or been published, District will assist in republication of changes or other notification to those patrons whose service has been changed. Carrier shall consult with District as to stops or portions of routes that Carrier considers to be a safety concern due to traffic patterns or configurations. In the event any stop or portion of a route remains unchanged by District after such discussions, and Carrier believes such stop or route presents an unacceptable safety risk to Carrier's property or students, Carrier may reject the stop or route portion and provide District with alternative designations by written notice.

## **SECTION 7: RECORDS AND REPORTS**

- 7.1 Carrier shall provide within 30 business days of any request, those reports and records which may be reasonably requested by District pertaining to students, routes, stops, mileage audits and other information having to do with daily operations. In reviewing Carrier's records, to the extent not prohibited by law. District shall protect the confidentiality of Carrier's proprietary or confidential information included in the data provided.
- 7.2 Carrier shall maintain such records and submit such reports, as are deemed necessary by District and as negotiated between Carrier and District from time to time. All reports required by District shall be submitted on forms mutually agreed upon by both parties. Carrier will not be responsible for filing on behalf of District any state or regulatory reports concerning ridership or reimbursement.
- 7.3 Carrier shall immediately notify the Superintendent of Schools, or his or her designated representative, by telephone and confirmed as soon as practicable in writing, of the occurrence of any incident involving student riders, or an accident reportable by law that involves a vehicle with passengers that is being used to provide transportation services pursuant to this Agreement. Written notification shall contain a full and complete statement of all relative facts including police case number when available.

## **SECTION 8: INDEMNIFICATION**

- 8.1 Carrier agrees to indemnify, hold harmless and defend District, its governing board, officers, employees and agents from and against every claim or demand and related expenses (including reasonable attorneys' fees) which may be made by any person, firm, or corporation, or any other entity arising from or caused by the negligence or willful misconduct of Carrier, its employees, agents, and subcontractors in the performance of this Agreement, except to the extent that such claim or demand arises

from or is caused by the negligence or willful misconduct of District, its agents or employees, student-upon- student violence; routing; or Carrier's good faith adherence to District's policies, procedures or written directives.

## **SECTION 9: INSURANCE**

- 9.1 Carrier shall, at its expense, comply with all of the terms and conditions of the Insurance section of the RFP. Upon request, Carrier agrees to provide to District a certificate of insurance evidencing such coverage and designating District as an additional insured for claims arising specifically under this Agreement as its interest may appear for both the General and Automobile Liability programs, such certificate to be provided by July 1st of each Contract Year, or on renewal of such policies. All insurance policies shall provide that no coverage shall be canceled except by thirty (30) days' written notice to Carrier and District. Insurer shall maintain a minimum A.M. Best's & Company rating of A or Carrier shall obtain insurance from a company mutually agreed upon between Carrier and District. Upon request, Carrier shall provide District with a certificate of insurance as evidence of having statutory workers' compensation coverage at levels and in forms required by the laws in which Carrier shall operate for this Agreement.
- 9.2 District will, at its own expense, procure and keep in force general liability insurance as is customary in the business and at limits of not less than \$6,000,000.00.

## **SECTION 10: FORCE MAJEURE**

- 10.1 In the event Carrier is unable to provide the transportation services as specified in this Agreement because of any act of God, civil disturbance, fire, riot, war, terrorism, picketing, strike, labor dispute, labor shortages, governmental action or any other condition or cause beyond Carrier's control (a "force majeure"), District shall excuse Carrier from performance under this Agreement for the duration of the force majeure; provided that the Carrier takes reasonable steps to overcome the force majeure. The Carrier shall not charge the District for services not rendered. Local strikes or labor disputes involving the Carrier's employees shall not be considered a force majeure under this Agreement.

If said force majeure act causes District to suspend in person classes during a force majeure event other than for any labor related events, District shall pay Contractor 60% of the daily rate for each day that in person classes are suspended.

## **SECTION 11: SCHOOL CLOSINGS OR CHANGES IN SCHEDULE**

- 11.1 Whenever (a) inclement weather or impassability of roads occurs, (b) school is canceled or delayed, (c) the school day is scheduled for other than regular start or end times, or

(d) school is dismissed early for any reason, District shall notify Carrier not later than 5:30 a.m. on the day of such cancellation or delay or not later than two (2) hours before early dismissal or the cancellation of Supplemental Transportation. District shall pay Carrier the full daily rate per bus for days when District fails to timely notify Carrier of school cancellations or early dismissals.

- 11.2 Notwithstanding the foregoing, in the event of circumstances in the operation of any school which necessitate early dismissal for student health or safety reasons, the Carrier and District shall cooperate to facilitate orderly transportation of students in the most efficient manner possible in light of the circumstances presented.

## **SECTION 12: SAFETY PROGRAM**

- 12.1 Carrier shall be responsible for implementing, maintaining, and reviewing annually a comprehensive pupil transportation safety program.
- 12.2 Carrier's employees shall not be required to perform any medical functions for passengers, including but not limited to administering EpiPen.

## **SECTION 13: MANAGEMENT PERSONNEL**

- 13.1 Carrier shall employ management personnel who shall be responsible for the efficient operation of the transportation services furnished hereunder and who shall be Carrier's liaison to District. Carrier will designate a crisis management contact person for emergency contact with District. Prior to the start of the school year, Carrier shall inform District of the name(s), contact telephone number(s) and address(es) of such management personnel.
- 13.2 District shall employ management personnel who shall be responsible for coordination of the student transportation requirements of District to be furnished under this Agreement and who shall be District's liaison to Carrier. District will designate a crisis management contact person for emergency contact with Carrier. Prior to the start of the school year, District shall inform Carrier of the name(s), contact telephone number(s) and address(es) of such management personnel.

## **SECTION 14: OPERATIONS, PERSONNEL, DRIVERS**

- 14.1 Carrier shall employ a sufficient number of qualified drivers and support personnel to assure District of continuous, reliable, safe, and on-time service.
- 14.2 Carrier shall take reasonable steps to prevent its employees from exposing any pupil to impropriety of word or conduct. Carrier shall not knowingly permit its drivers to smoke on the bus, to drink any intoxicating beverage, or to be under the influence of drugs or alcohol while operating any bus.

- 14.3 Carrier shall be responsible for hiring and discharging personnel employed by Carrier to perform its obligations hereunder. However, District shall have the right to request Carrier to remove from service to District any employee who, in District's sole discretion, is deemed unsuitable for the performance of transportation services for District; provided that District shall make such request in writing, state the reasons therefore and include any supporting documentation, and provided further that such request does not violate applicable local, state or federal laws, rules or regulations. Unless prohibited by law, District shall indemnify, defend, and hold Carrier harmless from and against all claims, expenses, or liabilities by or to a removed Carrier employee arising from the removal of that employee based on District's request.
- 14.4 Carrier shall provide qualified driver/trainers and qualified drivers, trained and licensed in accordance applicable laws and the rules and regulations of District. Not less than sixty (60) days prior to the start of any school year, District shall advise Carrier of District's requirements for training or qualification for drivers or driver/trainers. Carrier will, to the extent such requirements do not conflict with state or federal laws, implement such requirements into its hiring and training programs for drivers servicing District's students. Carrier agrees that each driver shall:
- 14.4.1 Possess a valid license or permit issued by this State authorizing such person to operate a school bus.
  - 14.4.2 Be certified by a duly licensed medical practitioner as medically qualified and free of medical or physical conditions, which, absent reasonable accommodation, would limit safe operation of a school bus. The physical examination shall be conducted prior to employment and periodically thereafter.
  - 14.4.3 Possess a satisfactory driving record and criminal history record, after review of such records prior to employment and periodically thereafter to the extent permitted or available by law.
  - 14.4.4 Prior to employment and from time-to-time thereafter, to the extent permitted by law, undergo such tests at the Carrier's expense as may reveal, within a reasonable degree of medical or scientific certainty, the presence or absence of drugs or controlled substances in the body and such tests as may clinically reveal alcoholism or alcohol abuse. Negative findings for such tests shall be a condition of employment.
  - 14.4.5 Meet any other criteria required by law or by District's policies, rules or regulations.

## **SECTION 15: TRAINING REQUIREMENTS**

- 15.1 Carrier shall provide thorough instruction to drivers in compliance with state and federal safety and operations guidelines and regulations. The District shall have the right to review course content.
- 15.2 Prior to the start of the school year, Carrier will provide time at one of its driver orientation sessions so that District administrators may address drivers assigned to work under this Agreement on matters relating to the expectations for student conduct and to familiarize drivers with members of the school administration. Such orientation will be at a time and place mutually agreed upon by Carrier and District. District may not distribute materials to drivers without Carrier approval.

## **SECTION 16: EQUIPMENT**

- 16.1 All school buses supplied by Carrier in performance of this Agreement shall meet or exceed the standards established by the applicable laws and regulations. Carrier shall maintain the school buses used to provide transportation services under this Agreement in accordance with law and accepted industry maintenance standards. At the start of the contract, all Home to School buses shall be no older than three (3) years. In addition, for the duration of this contract, no vehicle shall be more than five (5) years old. Spare vehicles shall be no older than three (3) years old at start of contract and no older than eight (8) years old for the duration of this Agreement.
- 16.2 The prices included with this Agreement do not include modifications to vehicles if seat belts or other equipment (collectively, "equipment") were included in the equipment provided for students under this Agreement. If District or any government agency shall at some time in the future mandate that Carrier provide seat belts for use in vehicles, the parties shall negotiate in good faith alternative pricing and availability of vehicles to service District under this Agreement. In the event that District or any governmental agency imposes equipment requirements other than those set forth above on Carrier's vehicles during the term of this Agreement, which are specific requirements for the operation of this Agreement or immediate installation is required for continuing operation of the vehicles, Carrier and District in good faith shall negotiate price increases applicable to such equipment requirement. If the parties do not reach agreement regarding applicable price increases, either party may terminate this Agreement upon not less than sixty (60) days prior written notice to the other party.
- 16.3 Carrier agrees that all vehicles shall be equipped with two-way radios. Carrier agrees to perform an inspection of all radios prior to the start of the school year to ensure proper performance.
- 16.4 District may direct Carrier to perform additional tasks under this Agreement. Carrier may perform such assignments in accordance with an agreed upon schedule and level of effort. Labor costs associated with such assignments shall be invoiced to

District hourly rates for regular time and overtime as may be negotiated by the parties. Parts and supplies and any services performed by other than Carrier shall be invoiced to District at cost/plus markup.

- 16.5 Any vehicle that records audio on a bus under this Agreement shall prominently display a notice indicating that the bus is recording audio. Within thirty (30) days of this Agreement, District and Carrier will also establish reasonable procedures for the review and maintenance of recordings.

### **SECTION 17: PUPIL DISCIPLINE/VANDALISM**

- 17.1 The ultimate responsibility and authority to suspend or expel any pupil from transportation services hereunder shall rest with District. Carrier's drivers are responsible only for such discipline as is required to properly and safely operate Carrier's buses. Each driver shall handle all disciplinary matters in strict accordance with District policy. In no case will a driver eject a pupil from a bus for misbehavior except in the event of an extreme emergency endangering the safety of other pupils or driver and then only after radio notice to Carrier's terminal and to the pupil's building or school principal. In all cases of disciplinary ejection, the bus shall remain at the approximate area of student discharge until authorities arrive on site and authorize it to proceed on route.

All discipline problems shall be reported in writing by the next school day following completion of the route. The District and Carrier will, in the event Carrier determines that a pupil poses a danger to himself/herself or other passengers, cooperate to provide a safe transportation environment prior to Carrier being required to transport such pupil. Further procedures and regulations for the administration of discipline shall be established cooperatively between District and Carrier.

- 17.2 Vandalism, damage to Carrier's equipment or facilities shall be the responsibility of Carrier. District shall give Carrier reasonable assistance in obtaining restitution for damaged equipment or facilities where damage is determined to be caused by District students or personnel. Carrier may, with the written concurrence by District, refuse to provide a pupil with transportation services until vandalism damages caused by such pupil are paid.

### **SECTION 18: ASSIGNMENT**

- 18.1 This Agreement shall not be assigned by the parties hereto, without the written consent of District, which consent shall not be unreasonably withheld or delayed; provided, however, that Carrier may, without approval but with notice, assign the Agreement to a parent, subsidiary, related or affiliated company. Furthermore, a Carrier shall have the right to assign or otherwise transfer this Agreement in connection with a merger, acquisition, corporate reorganization, public stock offering, or sale of all or

substantially all of its assets with reasonable notice to the other party.

#### **SECTION 19: TERMINATION**

- 19.1 Either party may terminate this Agreement in the event that the other party materially breaches this Agreement and fails to cure such breach within thirty (30) days' of receipt of written notice of such breach (or such longer to cure period that the parties may agree). If the breach is not cured within the applicable cure period, the nonbreaching party may terminate this Agreement, effective upon delivery of written notice of termination for cause.
- 19.2 In the event that sufficient funds are not appropriated for student and/or school transportation services during the ensuing fiscal year, District may terminate this Agreement by written notice within thirty (30) days of adoption of the district budget for the fiscal year in question, and this Agreement shall be terminated as of the end of the fiscal period for which appropriations have been made.
- 19.3 Either party may terminate this Agreement for convenience upon not less thirty (30) days prior written notice to the other party.
- 19.4 Any termination of this Agreement by District shall be without cost or penalty to District. District shall be liable to pay the Carrier only such amounts as are due as of the date of termination.

#### **SECTION 20: SURVIVAL**

- 20.1 The mutual obligations described in Compensation and Billing, and Indemnification herein shall survive the termination or expiration of the Agreement.

#### **SECTION 21: STATUS OF CARRIER**

- 21.1 At all times during this Agreement, Carrier shall be an independent contractor to District, and not a partner, agent, or joint venture of District. Neither Carrier nor any of its employees shall be held or deemed in any way to be an agent, employee or official of District. Carrier shall be responsible for and hold District harmless from any liability for unemployment taxes or contributions, payroll taxes or other federal or state employment taxes related to Carrier's employees.

#### **SECTION 22: SEVERABILITY**

- 22.1 In the event any provision specified herein is held or determined by a court of competent jurisdiction to be illegal, void or in contravention of any applicable law, the remainder of the Agreement shall remain in full force and effect.

## **SECTION 23: EXTENSION AND MODIFICATION**

- 23.1 Carrier and District may extend this Agreement upon mutual Agreement for up to two (2) one (1) year terms. Additionally, the parties may modify the terms of this Agreement in whole or in part as circumstances may justify by mutual written agreement executed by the duly authorized representatives of the parties.

## **SECTION 24: NOTICE TO PARTIES**

- 24.1 All notices to be given by the parties to this Agreement shall be in writing and served by depositing same in the United States mail, postage prepaid, registered or certified mail.

Notices to Timberlane Regional School  
District shall be addressed to:  
30 Greenough Road  
Plaistow, NH 03865  
Attention: Business office

Notices to Carrier shall be addressed to:  
51 Lowell Road  
Salem, NH 03079  
Attention: Area General Manager

With a copy to:  
FirstGroup America  
600 Vine Street, Suite 1400  
Cincinnati, OH 45202  
Attention: General Counsel

- 24.2 District or Carrier may change its address of record for receipt of official notice by giving the other written notice of such change and any necessary mailing instructions.

## **SECTION 25: ENTIRE AGREEMENT**

- 25.1 This Agreement, including the District bid solicitation and Carrier bid submission, sets forth the entire agreement between District and Carrier concerning the subject matter hereof. There are no representations, either oral or written, between District and Carrier other than those contained in this Agreement. This Agreement may not be amended except by written instrument signed by both parties.

**SECTION 26: COMPLIANCE WITH THE LAW**

26.1 Notwithstanding any contrary provision in this Agreement, Carrier shall comply with federal, state and local laws, rules and regulations in providing transportation services described herein.

**SECTION 27: DISPUTE RESOLUTION**

27.1 The parties shall negotiate in good faith in an attempt to resolve any dispute that may arise under this Agreement. Disputes that cannot be resolved by negotiation shall be submitted to mediation using a mutually agreed upon mediator. In the absence of an agreement on a mediator, each party shall select a temporary mediator and those mediators shall jointly select the permanent mediator. If mediation is not successful, the parties may pursue their remedies as they choose. Nothing in this Agreement shall be deemed to prevent the parties from agreeing in the future to submit a dispute to arbitration or litigation.

**SECTION 28: PLACE OF CONTRACT/CONTROLLING LAW**

28.1 This Agreement shall be governed by the laws of the State of New Hampshire, without regard to conflicts of law principles.

**SECTION 29: PUBLIC OBLIGATION**

29.1 District acknowledges that this Agreement serves a public purpose and that any payments associated with this Agreement for the provision of any aspect of student transportation services promotes a public purpose and is for the public welfare.

**SECTION 30: AUTHORITY**

30.1 Both parties warrant that they are properly authorized to enter into this Agreement.

IN WITNESS WHEREOF, the parties hereto have executed the Agreement the day and year first hereinabove written.

First Student, Inc.

Timberlane Regional School District

By: \_\_\_\_\_

By: \_\_\_\_\_

Title: \_\_\_\_\_

Title: \_\_\_\_\_

Attest:  
By: \_\_\_\_\_

Title: \_\_\_\_\_

Attest:  
By: \_\_\_\_\_

Title: \_\_\_\_\_

## Schedule A

### Special Education Transportation

	<b>2023-2024</b>	<b>2024-2025</b>	<b>2025-2026</b>	<b>Option 2026-2027</b>	<b>Option 2027-2028</b>
<b>Regular In-District Rate/Route</b>					
Annual cost (180 days)	\$207,802.80	\$215,075.90	\$222,604.20	\$230,395.35	\$238,459.18
Daily Rate per Bus	\$384.82	\$398.29	\$412.23	\$426.66	\$441.59
Amount per day to add a bus (180 days)	\$384.82	\$398.29	\$412.23	\$426.66	\$441.59
<b>Out-of District Rate/Route** (see below)</b>					
Crest Collaborative	\$384.82	\$398.29	\$412.23	\$426.66	\$441.59
TEACH	\$384.82	\$398.29	\$412.23	\$426.66	\$441.59
Great Bay Charter	\$384.82	\$398.29	\$412.23	\$426.66	\$441.59
St. Anne's Home	\$384.82	\$398.29	\$412.23	\$426.66	\$441.59
Parker Academy	\$384.82	\$398.29	\$412.23	\$426.66	\$441.59
Longview School	\$384.82	\$398.29	\$412.23	\$426.66	\$441.59
Leaning Skills Academy	\$384.82	\$398.29	\$412.23	\$426.66	\$441.59
Lighthouse	\$384.82	\$398.29	\$412.23	\$426.66	\$441.59
Monarch	\$384.82	\$398.29	\$412.23	\$426.66	\$441.59
Valley Collaborative	\$384.82	\$398.29	\$412.23	\$426.66	\$441.59
Cost per Mile for other OOD route locations	\$3.48	\$3.60	\$3.73	\$3.86	\$3.99
Maximum out-of-district bus charge per day	\$409.35	\$423.68	\$438.51	\$453.85	\$469.74
<b>Extended School Year Route</b>					
Daily Rate per Bus	\$384.82	\$398.29	\$412.23	\$426.66	\$441.59
Annual total 4 buses x 20 days	\$30,785.60	\$31,863.10	\$32,978.30	\$34,132.55	\$35,327.18
<b>Field Trips, Community Trips and Special Trips</b>					
Cost per hour/continuous wait time	\$32.44	\$33.58	\$34.75	\$35.97	\$37.23
Cost per Mile	\$0.49	\$0.51	\$0.52	\$0.54	\$0.56
<b>Bus Monitor, Rate per Hour</b>	\$26.84	\$27.78	\$28.75	\$29.76	\$30.80

**\*\* Any Out of District SPED route beyond 6 hours get charged \$48.00 hour**



June 1st, 2023

## EXECUTIVE SUMMARY

**Action Required**

### ELA Instructional Coaching positions

The purpose of this executive summary is to request action on a title change for the position of Literacy Specialist (at the Elementary level) to ELA Instructional Coach in Infinite Visions. This change was made at a systems level in 2021, but in order to reflect this change in IV a board vote is required.

In TRSD, Literacy Specialists had been employed at each elementary school building with a primary focus on reading. In 2017 their job descriptions were edited to reflect supporting both reading and writing. Additionally, the roles and responsibilities of these positions were more clearly defined to outline four areas of their job: coaching, leadership, instruction, and diagnosis and assessment. In 2019 the district asked that these professionals focus more on professionally developing teachers through a coaching model that piloted an inquiry cycle process. During COVID, these professionals continued to support teachers remotely in developing lesson plans and intervention services or providing resources for students and teachers. In our return from COVID, the district revamped the Literacy Specialist positions to formalize them as ELA Instructional Coaches. A brand-new job description was written to better outline the role of a coach. Since 2021, these ELA Instructional Coaches have worked under this title and job description, approved by SLT and the Superintendent. This year, as we reviewed all job descriptions, the ELA Instructional Coaching job description was amended to better align with others in the bargaining unit they belong to but continues to represent both the title and the role of a coach for instruction.

Respectfully submitted,  
Lucy Canotas, Director of Elementary Education



June 1st, 2023

## EXECUTIVE SUMMARY

**Informational**

### Changes in Enrollment from July 1, 2022 to

The purpose of this executive summary is to provide a historical overview of changes in enrollment from July 1, 2022 to this point of our current year in order to add to our perspective on the predicted enrollment numbers for the 23-24 school year.

#### Atkinson Academy

	Enrollments (7/1/22-8/29/22)	Withdrawals (7/1/22-8/29/22)	Summer impact	Enrollments after 8/29/22	Withdrawals after 8/29/22	Total impact since EOY 21-22
Kindergarten	0	2	-2	0	0	-2
Grade 1	8	1	+7	1	1	+7
Grade 2	0	2	-2	0	0	-2
Grade 3	1	3	-2	0	1	-3
Grade 4	2	1	+1	0	0	+1
Grade 5	0	0	0	1	0	+1

#### Danville School

	Enrollments (7/1/22-8/29/22)	Withdrawals (7/1/22-8/29/22)	Summer impact	Enrollments after 8/29/22	Withdrawals after 8/29/22	Total impact since EOY 21-22
Kindergarten	3	2	+1	0	1	0
Grade 1	1	0	+1	0	1	0
Grade 2	5	0	+5	1	1	+5
Grade 3	0	1	-1	1	0	0
Grade 4	3	2	+1	1	6	-4
Grade 5	2	0	+2	1	2	+1



# NH School Administrative Unit 106 | Timberlane Regional School District

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[@TimberlaneRSD](https://www.tiktok.com/@TimberlaneRSD)

## Pollard School

	Enrollments (7/1/22-8/29/22)	Withdrawals (7/1/22-8/29/22)	Summer impact	Enrollments after 8/29/22	Withdrawals after 8/29/22	Total impact since EOY 21-22
Kindergarten	7	1	+6	4	3	+7
Grade 1	7	6	+1	1	1	+1
Grade 2	2	3	-1	0	0	-1
Grade 3	3	1	+2	2	1	+3
Grade 4	2	4	-2	5	2	+1
Grade 5	2	1	+1	2	0	+3

## Sandown Central/North

	Enrollments (7/1/22-8/29/22)	Withdrawals (7/1/22-8/29/22)	Summer impact	Enrollments after 8/29/22	Withdrawals after 8/29/22	Total impact since EOY 21-22
Kindergarten	1	2	-1	4	3	0
Grade 1	3	3	0	3	0	+3
Grade 2	1	2	-1	1	2	-2
Grade 3	2	4	-2	1	0	-1
Grade 4	2	5	-3	3	1	-1
Grade 5	5	3	+2	2	3	+1

Respectfully submitted,  
Lucy Canotas, Director of Elementary Education

# Timberlane Regional School District



## **Data Governance Manual**

Timberlane Regional School District 2023

*Affirmed by the  
Timberlane Regional School Board  
TBD*

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## **Introduction**

The Timberlane Regional School District is committed to protecting our students' and staffs' privacy through maintaining strong privacy and security protections. The privacy and security of this information is a significant responsibility and we value the trust of our students, parents, and staff.

The Timberlane Regional School District's Data Governance Manual includes information regarding the data governance team, data and information governance, applicable School Board policies, District procedures, as well as applicable appendices and referenced supplemental resources.

This manual outlines how operational and instructional activity shall be carried out to ensure the District's data is accurate, accessible, consistent, and protected. The document establishes who is responsible for information under various circumstances and specifies what procedures shall be used to manage and protect it. Definitions of terminology can be found in Appendix A: Definitions.

The Timberlane Regional School District's Data Governance Manual shall be a living document. To make the document flexible, details are outlined in the appendices and referenced supplemental resources. This document and any future modifications to this document will be posted on the District's website.

### ***Data Governance Team***

The Timberlane Regional School District's Data Governance team consists of the following positions: Superintendent, Assistant Superintendent, Business Administrator, Facilities Director, Human Resources Manager, Director of Special Education, Student Services Coordinator, Director of Curriculum and Professional Learning, and the Director of Technology. Members of the Data Governance Team will act as data stewards for all data under their direction. The Director of Technology will act as the Information Security Officer (ISO), with assistance from members of the full Technology team. The Business Administrator is the district's alternate ISO and will assume the responsibilities of the ISO when the ISO is not available. All members of the district administrative team will serve in an advisory capacity as needed.

### ***Purpose***

The School Board recognizes the value and importance of a wide range of technologies for a well-rounded education, enhancing the educational opportunities and achievement of students. The Timberlane Regional School District provides its faculty, staff, and administrative staff access to technology devices, software systems, network and Internet services to support research and education. All components of technology must be used in ways that are legal, respectful of the rights of others, and protective of juveniles and promote the educational objectives of Timberlane Regional School District.

To that end, the district must collect, create and store confidential information. Accurately maintaining and protecting this data is important for efficient district operations, compliance with laws mandating confidentiality, and maintaining the trust of all district stakeholders. All persons who have access to district data are required to follow state and federal law, district policies and procedures, and other rules created to protect the information.

It is the policy of the Timberlane Regional School District that data or information in all its forms--written, electronic, or printed--is protected from accidental or intentional unauthorized modification, destruction or disclosure throughout its life cycle. This protection includes an appropriate level of security over the equipment, software, and practices used to process, store, and transmit data or information. All staff and authorized district contractors or agents using confidential information will strictly observe protections put

into place by the district.

## *Scope*

The data security policy, standards, processes, and procedures apply to all students and staff of the district, contractual third parties and agents of the district, and volunteers who have access to district data systems or data. This policy applies to all forms of Timberlane Regional School District data and information, including but not limited to:

- Speech, spoken face to face, or communicated by phone or any current and future technologies.
- Hard copy data printed or written.
- Communications sent by post/courier, fax, electronic mail, text, chat and/or any form of social media.
- Data stored and/or processed by any electronic device, including servers, computers, tablets, mobile devices.
- Data stored on any type of internal, external, or removable media or cloud based services.
- The terms data and information are used separately, together, and interchangeably throughout the policy, the intent is the same.
- Any computer, laptop, mobile device, printing and/or scanning device, network appliance/equipment, AV equipment, server, internal or external storage, communication device or any other current or future electronic or technological device may be referred to as systems, assets or resources.
- All involved systems and information are considered assets of the Timberlane Regional School District and shall be protected from misuse, unauthorized manipulation, and destruction.

## *Regulatory Compliance*

The district will abide by any law, statutory, regulatory, or contractual obligations affecting its data systems (see Appendix B: Laws, Statutory, and Regulatory Security Requirements). The Timberlane Regional School District complies with the [NH Minimum Standards for Privacy and Security of Student and Employee Data](#) established in April, 2019. The Timberlane Regional School District complies with all other applicable regulatory acts including but not limited to the following:

- Children’s Internet Protection Act ([CIPA](#))
- Children’s Online Privacy Protection Act ([COPPA](#))
- Family Educational Rights and Privacy Act ([FERPA](#))
- Health Insurance Portability and Accountability Act ([HIPAA](#))
- Payment Card Industry Data Security Standard ([PCI DSS](#))
- Protection of Pupil Rights Amendment ([PPRA](#))
- Individuals with Disabilities in Education Act ([IDEA](#))
- New Hampshire State RSA - Student and Teacher Information Protection and Privacy

### [NH RSA 189:65](#) Definitions

[NH RSA 189:66](#) Data Inventory and Policies

Publication [NH RSA 189:67](#) Limits on Disclosure of

Information [NH 189:68](#) Student Privacy

[NH RSA 189:68-a](#) - Student Online Personal Information

- [New Hampshire Minimum Standards for Privacy and Security of Student and Employee Data](#)
- New Hampshire State RSA - Right to Privacy:
  - [NH RSA 359-C:19](#) - Notice of Security Breach - Definitions
  - [NH RSA 359-C:20](#) - Notice of Security Breach Required
  - [NH RSA 359-C:21](#) - Notice of Security Breach Violation

## *Data User Compliance*

The Data Governance Manual applies to all users of Timberlane Regional School District's information including: staff, students, volunteers, and authorized district contractors or agents. All data users are to maintain compliance with School Board Policies and District administrative procedures, [GBEF](#) (Employee Use of District-Issued Computers, Devices and the Internet, formally GCSA), [GBEF-R](#) (Employee Computer/Device and Internet Responsible Use Rules, formally GCSA-R), [EHAB](#) (Data Governance and Security), [JICL](#) (Student Use of Computers, Devices and the Internet, formally EGA), [JICL-R](#) (Student Technology Responsible Use, formally EGA-R) and all policies, procedures, and resources as outlined within this Data Governance Manual and School Board Policy.

A consistently high level of personal responsibility is expected of all users granted access to the district's technology resources. Any violation of district policies or procedures regarding technology usage may result in temporary, long-term or permanent suspension of user privileges. User privileges may be suspended pending investigation into the use of the district's technology resources.

Unless permission has been granted by the ISO or designee, no staff, vendor or other person may remove confidential or critical data from the district's premises or the district's network, remove a device containing confidential or critical data from the district's premises, or modify or copy confidential or critical data for use outside the district. If permission is given, the data may be accessed only on a district-provided device with appropriate security controls or through a secure virtual private network (VPN). When users access confidential or critical data from a remote location, the user must take precautions to ensure that the confidential or critical data is not downloaded, copied or otherwise used in a manner that would compromise the security and confidentiality of the information.

Staff who fail to follow the law or district policies or procedures regarding data governance and security may be disciplined or terminated. Volunteers may be excluded from providing services to the district. The district will end business relationships with any contractor who fails to follow the law, district policies or procedures, or the confidentiality provisions of any contract. In addition, the district reserves the right to seek all other legal remedies, including criminal and civil action and seeking discipline of a staff member's teaching certificate.

The district may suspend all access to data or use of district technology resources pending an investigation. Violations may result in temporary, long-term or permanent suspension of user privileges. The district will cooperate with law enforcement in investigating any unlawful actions. The Superintendent or designee has the authority to sign any criminal complaint on behalf of the district.

Any attempted violation of district policies, procedures or other rules will result in the same consequences, regardless of the success of the attempt.

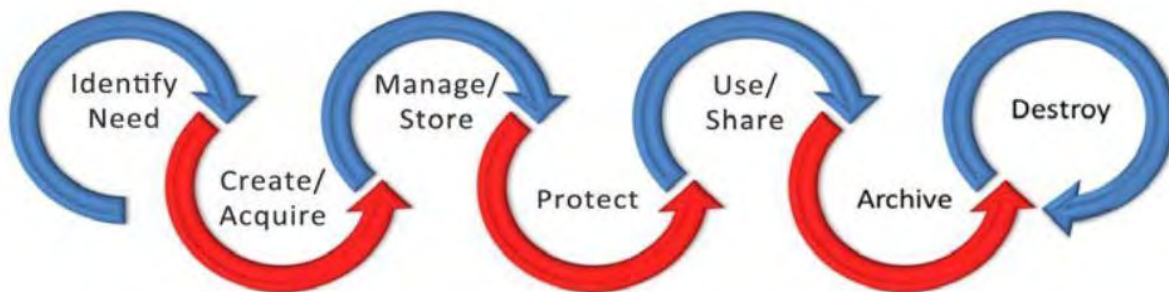
Possible disciplinary/corrective action may be instituted for, but is not limited to, the following:

- Unauthorized disclosure of PII or Confidential Information.
- Sharing your user IDs or passwords with others (exception for authorized technology staff for the purpose of support)

- Applying for a user ID under false pretenses or using another person's ID or password.
- Unauthorized use of an authorized password to invade student or staff privacy by examining records or information for which there has been no request for review. Staff may assist in troubleshooting student access to district resources when required.
- The unauthorized copying of system files.
- Attempting to secure a higher level of privilege without authorization.
- Installation or use of unlicensed software or software not approved for district technological systems.
- The intentional unauthorized altering, destruction, or disposal of district information, data and/or systems. This includes the unauthorized removal of technological systems such as but not limited to: laptops, internal or external storage, computers, servers, backups or other media, that may contain PII or confidential information.
- The introduction of computer viruses, hacking tools or other disruptive or destructive programs.

## Data Lifecycle

Data Governance is necessary at each phase in the data lifecycle. This lifecycle starts at evaluating the need for data collection and ends when the data is destroyed. It is important that appropriate safeguards, policies, procedures and practices are in place for each phase of the data lifecycle.



### *Identifying Need & Assessing Systems for District Requirements*

To accomplish the district's mission and to comply with the law, the district may need to maintain confidential information, including information regarding students, parents/guardians, staff, applicants for employment and others. The district will collect, create or store confidential information only when the Superintendent or designee determines it is necessary.

### **New Systems**

District staff members are encouraged to research and utilize online services or applications to engage students and further the district's educational mission. However, before any online service or application is purchased or used to collect or store confidential or critical information, including confidential information regarding students or staff, the ISO or designee must approve the use of the service or application and verify that it meets the requirements of the law and School Board policy and appropriately protects confidential and critical information. This prior approval is also required when the services are obtained without charge.

Memorandums of understanding (MOU), contracts, terms of use and privacy policy for any system that creates, collects or uses personally identifiable information (PII), student records or confidential data must be reviewed by the ISO prior to initiation.

All new resources shall be properly evaluated against the following criteria, when applicable:

- Impact on technology environment including storage and bandwidth
- Hardware requirements, including any additional hardware
- License requirements/structure, number of licenses needed, and renewal cost
- Maintenance agreements including cost
- Resource update and maintenance schedule
- Funding for the initial purchase and continued licenses and maintenance
- Evaluate terms of service, privacy policy, and MOU/contract that meet the following criteria:
  - o The district continues to own the data shared, and all data must be available to the district upon request.
  - o The vendor's access to and use of district data is limited; the data cannot be used for marketing, targeted advertising or data mining; and the data cannot be shared with third parties unless allowed by law and authorized by the district. If metadata is collected, it will be protected to the same extent as the district's confidential or critical information.
  - o District data will be maintained in a secure manner by applying appropriate technical, physical and administrative safeguards to protect the data.
  - o The provider will comply with district guidelines for data transfer or destruction when contractual agreement is terminated.
  - o No API will be implemented without full consent of the district.
  - o All data will be treated in accordance to federal, state and local regulations
  - o The provider assumes liability and provides appropriate notification in the event of a data breach.

Note: Exceptions can be made by the ISO when all the criteria cannot be met for a legitimate reason while still meeting all regulatory requirements for use. Parent permission is requested from parents during the yearly online registration process for district vetted and approved applications and tools.

## **Review of Existing Systems**

The District will ensure that data collection is aligned with School Board Policy EHAB. Data systems shall be reviewed annually to ensure that only necessary data is being transmitted and collected.

Individual student level data is submitted to different approved service providers in order to ensure business operations and instructional services. At times, these imports include PII for staff and students. The District must ensure that each piece of PII is necessary for operations or instruction and that the providers are abiding by their terms of service.

The District will audit data imports annually. These audits should include:

- Review of provider's terms of service to ensure they meet the District's data security requirements.
- Verification that software imports are accurate and pulling correct information.
- Verification that, when applicable, the staff, students and classes included in the imports are still necessary for instructional purposes (only those that need data collected are included in import).
- Determine if the fields included in the imports are still necessary for intended purpose.

## *Acquisition and Creation*

It is the responsibility of the staff requesting to use new digital content to properly vet the resource to ensure that it meets district business objectives, is in line with curriculum or behavioral standards, is age appropriate, is instructionally sound, and is appropriate for the intended use. Digital resources that accompany adopted instructional and/or curriculum materials will be vetted by the Assistant Superintendent, Curriculum Directors/Deans and the ISO, or designee, prior to purchase.

The Timberlane Regional School District, starting in July 2019, will be a member of the New Hampshire Student Data Privacy Alliance (NHSDPA). The NHSDPA is a collaboration of New Hampshire school districts and law counselors that share common concerns around student privacy. This Consortium will help vet new digital resources using collective resources. The goals of this Consortium are:

- Establish a community of stakeholders who have various needs addressed through policy, technology and/or effective practice sharing around effective privacy management,
- Identify projects that have on-the-ground and real-world impact on student data privacy enabling schools, districts, state and vendors find resources, adapt them to their unique context and implement needed protections,
- Development of tools and resources to address operational issues not currently being addressed,
- Leverage partnership organizations working in the privacy space to have their good work utilized and no reinvention of existing work,
- Development of a clearinghouse of student data privacy operational issues and resources to support schools, districts, states and vendors in managing those issues – no matter where the resources originate.

Once the Consortium is operating, staff will check a database of approved digital resources to see if it has been approved for meeting or exceeding minimum standards outlined by the state. In the event it does not there will be an approval process where the staff member will submit information about the resource they would like to use on the NH Consortium website. A first level approval would need to be granted by the district in order to make sure that there are no obvious or known issues with the resource and that it passes curriculum related goals. Passing that, the Consortium will contact the vendor in order to process agreements that they will follow all minimum federal and state laws regarding security and privacy. If the provider completes all agreements the resource will be added to the database of vetted resources that are good to use.

## *Management and Storage*

### **Systems Security**

The district will provide access to confidential information to appropriately trained district staff and volunteers only when the district determines that such access is necessary for the performance of their duties. The district will disclose confidential information only to authorized district contractors or agents who need access to the information to provide services to the district and who agree not to disclose the information to any other party except as allowed by law and authorized by the district (School Board Policy EHAB).

Therefore, systems access will only be given on an as-needed basis as determined by the data manager and ISO. Further information regarding Electronic Access Security Controls is contained in the

Security/Protection section of this manual.

## **Data Management**

The effective education of students and management of district personnel often require the district to collect information, some of which is considered confidential by law and district policy. In addition, the district maintains information that is critical to district operations and that must be accurately and securely maintained to avoid disruption to district operations.

Data Managers are responsible for the development and execution of practices and procedures that ensure the accuracy and security of data in an effective manner. All district administrators are data managers for all data collected, maintained, used and disseminated under their supervision as well as data they have been assigned to manage. Data managers will:

- ensure that system account creation procedures and data access guidelines appropriately match staff member job function with the data on instructional and operational systems.
- review all staff with custom data access beyond their typical group's access.
- review district processes to ensure that data will be tracked accurately.
- review contracts with instructional and operational software providers to ensure that they are current and meet the district data security guidelines.
- ensure that staff are trained in the district's proper procedure and practices in order to ensure accuracy and security of data.
- assist the ISO in enforcing district policies and procedures regarding data management.

## **Data Classification and Inventory**

Classification is used to promote proper controls for safeguarding the confidentiality of data. Regardless of classification, the integrity and accuracy of all classifications of data are protected. The classification assigned and the related controls applied are dependent on the sensitivity of the data. Data is classified according to the most sensitive detail they include. Data recorded in several formats (e.g., source document, electronic record, report) have the same classification regardless of format (see Appendix E: Data Classification Levels).

The ISO or designee will identify all systems containing district data, such as student information systems, financial systems, payroll systems, transportation systems, food-service systems, email systems, instructional software applications and others. The ISO or designee will identify the data files and data elements maintained in those systems and identify confidential and critical information the district possesses or collects. Once the data files and data elements are identified, the ISO or designee will classify the data as confidential or critical so that those files and the information they contain can be more closely monitored.

The district will create and maintain a data inventory for all information systems containing PII or confidential information. When possible, a data dictionary will be maintained for critical information systems. The data inventory will contain the following elements:

- Data Source
- What data is stored
- Where the data is stored
- Persons assigned to manage the data
- Staff or staff categories that have access to the files
- When the data is collected and received
- How the data is accessed

- Who has access
- Criticality/Sensitivity Rating

## *Security/Protection*

### **Risk Management**

A thorough risk analysis of all Timberlane Regional School District's data networks, systems, policies, and procedures shall be conducted on an bi-annual basis by an external third party or as requested by the Superintendent, ISO or designee. An internal audit of District network security will be conducted annually by District Technology staff. This analysis shall be completed using the risk management steps outlined in the Data Security Checklist (Appendix D). The product of the risk analysis will be referred to as the risk assessment. The risk assessment shall be used to develop a plan to mitigate identified threats and risk to an acceptable level by reducing the extent of vulnerabilities.

### **Security Logs**

The District will maintain a comprehensive list of critical system events that will be logged and monitored to ensure data security. These events will include, but are not limited to, access to critical systems and modification of critical data. When applicable, notifications will be established for critical event triggers.

### **Physical Security Controls**

Technology telecommunication closets are housed in secure locations. Access authorization is assigned through the Director of Technology, Network Administrator and or Director of Facilities. In addition, access to areas in which information processing is carried out shall be restricted to only appropriately authorized individuals (see appendix G: Physical Security Controls).

No technological systems shall be disposed of or moved without adhering to the appropriate procedures (see Appendix H: Asset Management).

### **Inventory Management**

The district shall maintain a process for inventory control in accordance to federal and state requirements and School Board policy. All district technology assets will be maintained in inventory and verified through the regular inventory verification process (see Appendix H: Asset Management).

### **Virus, Malware, Spyware, Phishing and SPAM Protection**

The District uses a multi-layered approach to ensure that all electronic files are appropriately scanned for viruses, malware, spyware, phishing and SPAM. These include, but are not limited to, enterprise virus/malware/ spyware software, group policy, gateways, firewalls, and content filter. Users shall not turn off or disable district protection systems or install other systems (see Appendix I: Virus, Malware, Spyware, Phishing and SPAM Protection).

### **Electronic Access Security Controls**

District staff will only access personally identifiable and/or confidential information if necessary to perform their duties. The district will only disclose this information to authorized district contractors or agents who need access to the information to provide services to the district and who agree not to disclose the information to any other party except as allowed by law. All staff are required to read and acknowledge applicable district

policies via the Faculty Handbook sign-off form annually.

Mechanisms to control access to PII, confidential information, internal information and computing resources include, but are not limited to, the following methods:

- **Identification/Authentication:** Unique user identification (user ID) and authentication are required for all systems that maintain or access PII, confidential information, and/or internal information. Users will be held accountable for all actions performed on the system with their User ID. User accounts and passwords shall not be shared.
- **Authorization:** Access controls are maintained through a partnership between the technology department, human resources (HR) and data managers.

Additionally, only members of the District Technology staff will be granted access to domain level administrator and local machine administrator accounts in order to complete their job functions.

Access security is audited annually or whenever access permission requirements are changed for a particular application/software or when an application/software is no longer necessary.

### **Staff Users**

All new staff accounts are authorized through an HR hiring process (see Appendix J: Account Management). Role-based permissions and security groups are used to establish access to all systems (see Appendix K: Data Access Roles and Permissions). If a staff member requires additional access, a request must be made directly to the ISO with a clear justification for access.

### **Contractors/Vendors**

Access to contractors/vendors is governed through the same process using School Board Policy EHAB. All contractor/vendor access must be approved by HR and the ISO. All contractors doing business on district premise must also pass a background check unless other security measures are addressed in a vendor contract. All contractors/vendors accessing district data will be considered on premise users. Once the approval has been obtained, the technology department will create the account, only granting access to the server/application that the contractor/vendor supports.

### **Password Security**

The District will enforce secure passwords for all systems within their control (see Appendix L: Password Security). When possible, the district will utilize Single Sign On (SSO) or LDAP/Active Directory Integration to maintain optimal account security controls.

### **Concurrent Sessions**

When possible, the district will limit the number of concurrent sessions for a user account in a system. The reason for doing this is to ensure that any sessions left open on another computer are terminated when a user logs in from another location.

### **Remote Access**

Access into the District's network from outside is strictly prohibited without explicit authorization from the ISO. Remote access will be granted through virtual private network (VPN) connection through the district's network VPN appliance; no other method of remote access shall be granted without explicit authorization from the ISO. PII, confidential information and/or Internal Information that is stored or accessed remotely shall maintain the same level of protection as information stored and accessed within District's network. All VPN accounts will employ the use of 2 factor authentication.

In the event that VPN access is needed by a contractor/vendor, access must be approved by the ISO. The ISO or designee will establish the contractor account, only granting access to the server/application that the contractor/vendor supports. All VPN accounts will be reviewed at least annually.

## **Securing Data at Rest and Transit**

District data security applies to all forms of data, including data stored on devices, data in transit and data stored on additional resources. All district external hard drives will be maintained in inventory and verified through the regular inventory verification process. Regular transmission of student data to internal and external services is managed by the technology department using a secure data transfer protocol.

Users must ensure that they are securely storing their data. Guidelines have been established for Cloud Storage and File Sharing, External Storage Devices, and File Transmission Practices. (see Appendix F: Securing Data at Rest and Transit). These guidelines are outlined in the following section.

### ***Usage and Dissemination***

A consistently high level of personal responsibility is expected of all users granted access to the district's technology resources. All district staff, volunteers, contractors and agents who are granted access to critical and confidential information are required to keep the information secure and are prohibited from disclosing or assisting in the unauthorized disclosure of confidential information. All individuals using confidential and critical information will strictly observe protections put into place by the district including, but not limited to, maintaining information in locked rooms or drawers, limiting access to electronic files, updating and maintaining the confidentiality of password protections, encrypting and redacting information, and disposing of information in a confidential and secure manner.

All users are responsible for the security and integrity of the data they create, store or access. Users are expected to act as good stewards of data and treat data security and integrity with a high degree of responsibility and priority. Users must follow all guidelines outlined with Board policies, specifically Employee and Student Technology Usage (GBEF, GBEF-R, JICL, JICL-R), Data Governance and Security (EHAB), and Student Records (JRA, JRA-R).

District staff, contractors and agents will notify the ISO or designee immediately if there is reason to believe confidential information has been disclosed to an unauthorized person or any information has been compromised, whether intentionally or otherwise.

## **Data Storage and Transmission**

All staff and students that log into a district owned device will be provided with several options for data storage and transmission. Staff and students will need to ensure that they are securely storing their data. Staff and students will be able to store data on the local device. It is important to note that this data is not a part of the district's continuity plan, and thus will not be backed up by the district's backup solution. Staff and students may also have a mapped personal folder and/or Google Drive. This folder acts as a redirection of document and desktop folders to district file servers. Access to these files is restricted to the folder's owner (staff or student who is assigned) and district enterprise administrator accounts. Staff and students using Chromebook devices have limited local storage capabilities. Chromebook users are to store data online within their GSuite for Education Drive account.

### **Cloud Storage and File Sharing**

The term "Cloud Storage" is used to define all types of remote server storages accessed by users through the internet. All staff and students are provided with accounts for Google GSuite for Education and Microsoft One Drive that provide unlimited storage. Users are responsible for all digital content on their district provided Google GSuite for Education Drive or Microsoft One Drive (see Appendix F: Securing Data at Rest and Transit).

## **File Transmission Practices**

Staff are responsible for securing sensitive data for transmission through email or other channels. Staff should not transmit files labeled classified, confidential, or restricted through email or third party file transfer services without district approval. When possible, staff should de-identify or redact any PII or confidential information prior to transmission. Regular transmission of student data to services such as a single sign on provider is managed by the technology department using a secure data transfer protocol (see Appendix F: Securing Data at Rest and Transit).

## **Credit Card and Electronic Payment**

Users of systems that process electronic payments, including but not limited to processing credit card information, must adhere to strict guidelines regarding the protection of payment information and cardholder data. These users are responsible for adhering to the appropriate level of PCI compliance when handling such data (see Appendix F: Securing Data at Rest and Transit).

## **Mass Data Transfers**

Downloading, uploading or transferring PII, confidential information, and internal information between systems shall be strictly controlled. Requests for mass download of, or individual requests for, information for research or any other purposes that include PII shall be reviewed and approved by the Superintendent or designee. All other mass downloads of information shall be approved by the ISO and include only the minimum amount of information necessary to fulfill the request.

## **Printing**

When possible, staff should de-identify or redact any PII or confidential information prior to printing. PII and confidential information shall not be downloaded, copied or printed indiscriminately or left unattended and open to compromise. For enhanced security, staff can print to the district's cloud print queue which only releases print jobs at district copiers by swiping their security fob.

## **Oral Communications**

Staff shall be aware of their surroundings when discussing PII and confidential information. This includes, but is not limited to, the use of cellular telephones in public areas. Staff shall not discuss PII or Confidential Information in public areas if the information can be overheard. Caution shall be used when conducting conversations in: semi-private rooms, waiting rooms, corridors, elevators, stairwells, cafeterias, restaurants, or public areas.

## **Training**

The district shall create and maintain a data security training program. This program will consist of the following:

- Training for all staff on technology policies and procedures, including confidentiality and data privacy.
- Additional training for new instructional staff on federal regulations and the use of digital resources and student electronic records.
- Training for all instructional staff on federal regulations and the use of digital resources and student electronic records.
- Training for district administration on federal regulations, data privacy and security.
- All training or professional learning that includes the use of data systems shall include data security.

## *Archival and Destruction*

Once data is no longer needed, the ISO or designee will work with the data managers to ensure that it is appropriately destroyed. Special care will be taken to ensure that confidential information is destroyed appropriately and in accordance with law. Confidential paper records will be destroyed using methods that render them unreadable, such as shredding. Confidential digital records will be destroyed using methods that render the record unretrievable.

### **District Data Destruction Processes**

The district will review annually all existing data stored on district provided storage for the purposes of ensuring data identification and appropriate destruction. Data destruction processes will align with School Board Policy EHB and EHB-R. District data managers will review annually systems and data to ensure that data that is no longer needed is destroyed. The following exceptions will be made:

- Data in an active litigation hold will be maintained until the conclusion of the hold.
- Student GSuite for Education account will be maintained 90 days after the student's final date of attendance.
- Staff GSuite for Education accounts will be suspended after the final work day, unless HR or the ISO approves a district administrator to maintain access.

### **Asset Disposal**

The district will maintain a process for physical asset disposal in accordance to School Board Policy DN. The district will ensure that all assets containing PII, confidential, or internal information are disposed of in a manner that ensures that this information is destroyed (see Appendix H: Asset Management).

## **Critical Incident Response**

Controls shall ensure that the District can recover from any damage to or breach of critical systems, data, or information within a reasonable period of time. Each school, department, or individual is required to report any instances immediately to the ISO or designee for response to a system emergency or other occurrence (for example, fire, vandalism, system failure, data breach and natural disaster) that damages/breaches data or systems.

## *Business Continuity*

The District's administrative procedure EHB-R, delineates the timeline for data retention for all district data. The District will maintain systems that provide near-line and off-site data backup. These systems shall allow for the full recovery of critical systems in the event of a disaster. The district will test near-line and off-site backups of critical systems quarterly.

## *Disaster Recovery*

The District's Technology Disaster Recovery Plan outlines critical staff, responsibilities, and processes in the event of a disaster or critical data loss. The District shall maintain a list of all critical systems and data, including contact information. The Technology Disaster Recovery Plan shall include processes that enable the District to continue operations and efficiently restore any loss of data in the event of fire, vandalism, natural

disaster, or critical system failure (see Appendix M: Disaster Recovery Plan).

### ***Data Breach Response***

New Hampshire's data breach law (RSA 359-c:19, 20, 21) is triggered when a School District computer system is breached and personal information is acquired without authorization in a way that compromises the security or confidentiality of the information. The law requires a school district experiencing a breach to conduct a good faith and reasonably prompt investigation to determine the likelihood that personal information was, or will be, misused. The Data Breach Response Plan enables the District to respond effectively and efficiently to a data breach involving personally identifiable information (PII) as defined by NH Law, confidential or protected information (ie-FERPA), district identifiable information and other significant cybersecurity incident. The Data Breach Response Plan shall include processes to validate and contain the security breach, analyze the breach to determine scope and composition, minimize impact to the users, and provide notification (see Appendix N: Data Breach Response Plan).

## Appendix A - Definitions

**Confidentiality:** Data or information is not made available or disclosed to unauthorized persons.

**Confidential Data/Information:** Information that the district is prohibited by law, policy or contract from disclosing or that the district may disclose only in limited circumstances. Confidential data includes, but is not limited to, personally identifiable information (PII) regarding students and staff.

**Critical Data/Information:** Information that is determined to be essential to district operations and that must be accurately and securely maintained to avoid disruption to district operations. Critical data is not necessarily confidential.

**Data:** Facts or information. Data can be in any form; oral, written, or electronic.

**Data Breach, Breach of Security or Breach:** A security incident in which there was unauthorized access to and unauthorized acquisition of personal information maintained in computerized form that compromises the security, confidentiality or integrity of the information.

**Data Integrity:** Data is current, accurate and has not been altered or destroyed in an unauthorized manner.

**Data Management:** The development and execution of policies, practices, and procedures in order to manage the accuracy and security of district instructional and operational data in an effective manner.

**Data Owner:** User responsible for the creation of data. The owner may be the primary user of that information or the person responsible for the accurate collection/recording of data. Ownership does not signify proprietary interest, and ownership may be shared. The owner of information has the responsibility for:

- knowing the information for which she/he is responsible.
- determining a data retention period for the information according to Board policy and state statute.
- ensuring appropriate procedures are in effect to protect the integrity, confidentiality, and availability of the data used or created.
- reporting promptly to the ISO the loss or misuse of data.
- initiating and/or implementing corrective actions when problems are identified.
- following existing approval processes for the selection, budgeting, purchase, and implementation of any digital resource.

**Information Security Officer:** The Information Security Officer (ISO) is responsible for working with the Superintendent, Data Governance Team, data managers, data owners, and users to develop and implement prudent security policies, procedures, and controls. The ISO will oversee all security audits and will act as an advisor to:

- data owners for the purpose of identification and classification of technology and data related resources.
- systems development and application owners in the implementation of security controls for information on systems, from the point of system design through testing and production implementation.

**Systems:** Any computer, laptop, mobile device, printing and/or scanning device, network appliance/equipment, AV equipment, server, internal or external storage, communication device or any other current or future electronic or technological device, whether hosted by the district or provider.

**Security Incident:** An event that 1) actually or potentially jeopardizes the confidentiality, integrity or availability of an information system or the information the system processes, stores or transmits, or 2) constitutes a violation or imminent threat of violation of security policies, security procedures or acceptable-use policies.

**Personally Identifiable Information (PII):** Any information about an individual maintained by an agency, including (1) any information that can be used to distinguish or trace an individual's identity, such as name, social security number, State Assigned Student Identification, date and place of birth, mother's maiden name, or biometric records and (2) any other information that is linked or linkable to an individual, such as medical, educational, financial, and employment information.

**Risk:** The probability of a loss of confidentiality, integrity, or availability of information resources.

**User:** The user is any person who has been authorized to read, enter, print, modify, or delete information. A user of data is expected to:

- access information only in support of their authorized job responsibilities.
- comply with all data security procedures and guidelines.
- keep personal authentication confidential (user IDs, passwords, secure cards, PINs, access codes).
- report promptly to the ISO the loss or misuse of data.
- follow corrective actions when problems are identified.

## Appendix B - Laws, Statutory, and Regulatory Security Requirements

**CIPA:** The Children’s Internet Protection Act was enacted by Congress to address concerns about children’s access to obscene or harmful content over the Internet. CIPA imposes certain requirements on schools or libraries that receive discounts for Internet access or internal connections through the E-rate program. Schools subject to CIPA have two additional certification requirements: 1) their Internet safety policies shall include monitoring the online activities of minors; and 2) as required by the Protecting Children in the 21st Century Act, they shall provide for educating minors about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms, and cyberbullying awareness and response. <https://www.fcc.gov/consumers/guides/childrens-internet-protection-act>

**COPPA:** The Children’s Online Privacy Protection Act regulates operators of commercial websites or online services directed to children under 13 that collect or store information about children. Parental permission is required to gather certain information. <https://www.ftc.gov/tips-advice/business-center/privacy-and-security/children%27s-privacy>

**FERPA:** The Family Educational Rights and Privacy Act applies to all institutions that are recipients of federal aid administered by the Secretary of Education. This regulation protects student information and accords students specific rights with respect to their data. <http://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html>

**HIPAA:** The Health Insurance Portability and Accountability Act applies to organizations that transmit or store Protected Health Information (PII). It is a broad standard that was originally intended to combat waste, fraud, and abuse in health care delivery and health insurance, but is now used to measure and improve the security of health information as well. <https://www.hhs.gov/hipaa/index.html>

**IDEA:** The Individuals with Disabilities in Education Act (IDEA) is a law that makes available a free appropriate public education to eligible children with disabilities throughout the nation and ensures special education and related services to those children. <https://sites.ed.gov/idea/>

**PCI DSS:** The Payment Card Industry Data Security Standard was created by a consortium of payment brands including American Express, Discover, MasterCard, and Visa. It covers the management of payment card data and is relevant for any organization that accepts credit card payments. [www.pcisecuritystandards.org](http://www.pcisecuritystandards.org)

**PPRA:** The Protection of Pupil Rights Amendment affords parents and minor students’ rights regarding our conduct of surveys, collection and use of information for marketing purposes, and certain physical exams. <https://www2.ed.gov/policy/gen/guid/fpco/ppra/index.html>

**New Hampshire State RSA 189:65-189:68:** Student and Teacher Information Protection and Privacy as defined by the following sections:

- [NH RSA 189:65](#) Definitions
- [NH RSA 189:66](#) Data Inventory and Policies Publication
- [NH RSA 189:67](#) Limits on Disclosure of Information
- [NH 189:68](#) Student Privacy
- [NH RSA 189:68-a](#) Student Online Personal Information

[New Hampshire Minimum Standards for Privacy and Security of Student and Employee Data](#)

[New Hampshire Minimum Standards - FAQ’s](#)

**New Hampshire State RSA Chapter 359-C Right to Privacy:**

- [NH RSA 359-C:19](#) Notice of Security Breach - Definitions
- [NH RSA 359-C:20](#) Notice of Security Breach Required
- [NH RSA 359-C:21](#) Notice of Security Breach Violation

## **Appendix C - Digital Resource Acquisition and Use**

The purpose of the Digital Resource Acquisition and Use process is to:

- ensure proper management, legality and security of information systems,
- increase data integration capability and efficiency,
- and minimize malicious code that can be inadvertently downloaded.

### **New Resource Acquisition**

Staff will be required to complete steps outlined under the staff section of the District's website. An online request is required for any new digital resources that either has an associated cost or collects staff or student data. All staff must adhere to the following guidelines regarding digital resource acquisition:

- Contracts for any system that creates, collects or uses personally identifiable information (PII), student records or confidential data must be reviewed by the ISO prior to initiation. Staff should speak with their building Technology Integrator before using ANY new app/online tool with students and seek their assistance with the evaluation/vetting process. This includes any online tool that a student interacts with where they may be creating content and/or any site that requires any student login.
- It is the responsibility of the staff requesting to use new digital content to properly vet the resource to ensure that it meets district business objectives, is in line with curriculum or behavioral standards, is age appropriate, is instructionally sound, and is appropriate for the intended use.
- Digital resources that accompany adopted instructional and/or curriculum materials will be vetted by the appropriate Assistant Superintendent, Curriculum Directors/Deans and the Director of Technology, or designee, prior to purchase.

All new resources shall be properly evaluated against the following criteria, when applicable:

- Impact on technology environment including storage and bandwidth
- Hardware requirements, including any additional hardware
- License requirements/structure, number of licenses needed, and renewal cost
- Maintenance agreements including cost
- Resource update and maintenance schedule
- Funding for the initial purchase and continued licenses and maintenance
- Evaluate terms of service, privacy policy, and MOU/contract that meet the following criteria:
  - o The district continues to own the data shared, and all data must be available to the district upon request.
  - o The vendor's access to and use of district data is limited; the data cannot be used for marketing, targeted advertising or data mining; and the data cannot be shared with third parties unless allowed by law and authorized by the district. If metadata is collected, it will be protected to the same extent as the district's confidential or critical information.
  - o District data will be maintained in a secure manner by applying appropriate technical, physical and administrative safeguards to protect the data.
  - o The provider will comply with district guidelines for data transfer or destruction when contractual agreement is terminated.
  - o No API will be implemented without full consent of the district.
  - o All data will be treated in accordance to federal, state and local regulations
  - o The provider assumes liability and provides appropriate notification in the event of a data

breach.

Note: Exceptions can be made by the ISO when all the criteria cannot be met for a legitimate reason while still meeting all regulatory requirements for use. Parent permission is requested from parents during the yearly online registration process for district vetted and approved applications and tools.

### **Approved Digital Resources**

In order to ensure that all digital resources used meet security guidelines and to prevent software containing malware, viruses, or other security risk, digital resources that have been vetted are categorized as Approved or Denied.

- A list of vetted software will be maintained on the District Technology Use and Student Data Privacy website.
- It is the responsibility of staff to submit a request to use a new digital resource if a resource is not listed.
- Digital resources that are denied or have not yet been vetted will not be allowed on district owned devices or used as part of district business or instructional practices.

### **Digital Resource Licensing/Use**

All computer software licensed or purchased for district use is the property of the District and shall not be copied for use at home or any other location, unless otherwise specified by the license agreement.

All staff must adhere to the following guidelines regarding digital resource licensing/use:

- Only approved district resources are to be used.
- District software licenses will be:
  - o kept on file in the technology office.
  - o accurate, up to date, and adequate.
  - o in compliance with all copyright laws and regulations.
  - o in compliance with district, state and federal guidelines for data security.
- Software installed on Timberlane Regional School District systems and other electronic devices will have a current license on file or will be removed from the system or device.
- Resources with or without physical media (e.g. downloaded from the Internet, apps, or online) shall still be properly vetted and licensed, if necessary, and is applicable to this procedure.
- Under no circumstances can staff act as a parental agent when creating student accounts for online resources; resources requiring this permission must be approved at the district level.

## **Appendix D - Data Security Checklist**

A thorough risk analysis of all Timberlane Regional School District data networks, systems, policies, and procedures shall be conducted on an bi-annual basis or as requested by the Superintendent, ISO or designee by an independent third party. The risk analysis will include internal and external vulnerability cybersecurity risk assessments and external penetration testing of the District network. An internal audit of District network security will be conducted annually by District Technology staff.

The Data Security Checklists examine the types of threat that may affect the ability to manage and protect the information resource. The analysis also documents any existing vulnerabilities found within each entity, which could potentially expose the information resource to threats. Finally, the analysis includes an evaluation of the information assets and the technology associated with its collection, storage, dissemination and protection.

From the combination of threats, vulnerabilities, and asset values, an estimate of the risks to the confidentiality, integrity and availability of the information is determined. The product of the risk analysis will be referred to as the risk assessment. The risk assessment shall be used to develop a plan to mitigate identified threats and risk to an acceptable level by reducing the extent of vulnerabilities.

### **Data Security Checklist for District Hosted Systems**

- Inventory and classification of data on system
- Types of potential threats (internal, external, natural, manmade, electronic and non-electronic)
- Physical security of system
- Location within network including network systems protection (firewall, content filter) and if system is externally facing or only allows for district network access
- Access controls including password security (can district password requirements be enforced)
- Authentication methods (LDAP/Active Directory, Single Sign On, District managed account, user managed account)
- Server/system security patch frequency
- Ability to access from mobile devices
- Ability to maintain critical system event logs
- Ability to receive notification for critical system events

### **Data Security Checklist for Provider Hosted Systems**

- Inventory and classification of data on system
- Types of potential threats (internal, external, natural, manmade, electronic and non-electronic)
- Contract, terms of service and privacy policy are current and meet district data security requirements
- Provider has adequate data security measures including data management and incident response
- Ability to ensure proper access controls including password security (can district password requirements be enforced)
- Authentication methods (LDAP/Active Directory, Single Sign On, District managed account, user managed account)
- Server/system security patch frequency
- Ability to access from mobile devices
- Notification practices in the event of a system compromise or security breach

## **Appendix E - Data Classification Levels**

### **Personally Identifiable Information (PII)**

PII is information about an individual maintained by an agency, including:

- Any information that can be used to distinguish or trace an individual's identity, such as name, social security number, date and place of birth, mother's maiden name, or biometric records.
- Any other information that is linked or linkable to an individual, such as medical, educational, financial, and employment information.

Unauthorized or improper disclosure, modification, or destruction of this information could violate state and federal laws, result in civil and criminal penalties, and cause serious legal implications.

### **Confidential Information**

Confidential Information is very important and highly sensitive material that is not classified as PII. This information is private or otherwise sensitive in nature and shall be restricted to those with a legitimate business need for access. Examples of confidential information may include: student records, personnel information, key financial information, proprietary information, system access passwords and encryption keys.

Unauthorized disclosure of this information to individuals without a business need for access may violate laws and regulations, or may cause significant consequences for district, its staff, parents, students or other stakeholders. Decisions about the provision of access to this information shall always be cleared through the data manager and/or ISO.

### **Internal Information**

Internal Information is intended for unrestricted use within the district and in some cases within affiliated stakeholders. This type of information is already widely-distributed within the district, or it could be distributed within the organization without advance permission from the information owner. Examples of Internal Information include internal policies and procedures and handbooks.

Unauthorized disclosure of this information to outsiders may not be appropriate due to copyright, legal or contractual provisions.

### **Directory Information**

Directory Information is information contained in an education record of a student that generally would not be considered harmful or an invasion of privacy if disclosed without the consent of a parent or eligible student. The school district designates the following items as directory information:

- Student's name
- Address
- Telephone listing
- Electronic mail address
- Photograph
- Date and place of birth
- Major field of study
- Dates of attendance
- Grade level
- Participation in officially recognized activities and sports
- Weight and height of members of athletic teams
- Degrees, honors, and awards received

- The most recent educational agency or institution attended
- Student ID number, user ID, or other unique personal identifier used to communicate in electronic systems but only if the identifier cannot be used to gain access to education records except when used in conjunction with one or more factors that authenticate the user's identity, such as a PIN, password, or other factor known or possessed only by the authorized user
- A student ID number or other unique personal identifier that is displayed on a student ID badge, but only if the identifier cannot be used to gain access to education records except when used in conjunction with one or more factors that authenticate the user's identity, such as a PIN, password, or other factor known or possessed only by the authorized user.

This information may only be disclosed as permitted in School Board Policy JRA and JRA-R

### **Public Information**

Public Information must specifically be approved for public release by the Superintendent or appropriate district administrator. Examples of public information may include patron mailings and materials posted to the district's website.

## **Appendix F - Securing Data at Rest and Transit**

All staff and students that log into a district owned device will be provided with several options for data storage and transmission. Staff and students will need to ensure that they are securely storing their data. Staff and students may be able to store data on the local device. It is important to note that this data is not a part of the district's continuity plan, and thus will not be backed up by the district's backup solution. Staff may also have a mapped server based personal folder. This folder acts as a redirection to district file servers. Access to these files is restricted to the folder's owner (staff who is assigned) and district enterprise administrator accounts. Staff and students using Chromebook devices have limited local storage capabilities. Chromebook users are to store their data within their GSuite for Education Drive account.

Confidential and critical information will be saved and maintained in a secure manner using encryption or other password-protected security measures. Likewise, when data is transmitted, the district will use encryption or password-protected security measures.

### **Cloud Storage and File Sharing**

The term "Cloud Storage" is used to define all types of remote server storages accessed by users through the internet. All staff and students are provided with a GSuite Or Office 365 for Education account that provides adequate storage. Users are responsible for all digital content on their district provided GSuite or Office 365 for Education Drive. When using cloud storage, staff must adhere to the following guidelines:

- Staff and students may not access cloud storage through third party applications outside of approved internet browsers and Google Drive App on Android & iOS on One Drive for Microsoft Office. This will ensure that native operating systems do not replace cloud sharing security.
- Users need to be aware of default sharing settings on folders when they upload files. Users are required to limit sharing files to an as needed basis.
  - Staff and students must ensure that any cloud storage providers used are approved by the district.
- When exiting the district, students should responsibly copy their content to their own personal storage solution.
- When exiting the district, staff should ensure that they are only copying personal content that they created. Staff are prohibited from copying content that contains confidential information, student records or data.
- Data with personally identifiable information of staff or students may be posted to users' district provided Google Drive or One Drive with appropriate security settings. Users may not post this data to other cloud sharing platforms without consent of district administration.
- Staff should never post any documents labeled classified, confidential, or restricted to any cloud storage including district provided Google Drive or One Drive accounts without district approval.
- All users shall immediately report any cloud storage security problems of the district's technology resources to a teacher or administrator.
- Attempting to gain or gaining unauthorized access to cloud storage or the files of another is prohibited.
- As with other forms of district technology, district staff, students, and other GSuite for Education or One Drive users should have no expectation that the data they store on district systems is private from other authorized users in the system.

The term "File Sharing" is used to define all activities that share access to digital information whether in the cloud or on district administered mapped drives. When file sharing, staff must adhere to the following guidelines:

- Users must abide by all policies and procedures regarding professional conduct and

communication when sharing, reviewing, updating, commenting and re-sharing.

- When sharing content, users must ensure that other users accessing the information in the files have appropriate access to the information based on job function.
- All users shall immediately report any inappropriate sharing of the district's technology resources to an administrator.

## **External Storage Devices**

The term "External Storage Devices" is used to define all portable storage devices (including USB drives, rewritable CD/DVD, memory cards, and external hard drives) used by staff and students. While the district recognizes the advantages for staff and students to maintain information on these devices, users are strongly encouraged to rely on their district provided GSuite for Education Drive account for all storage needs. When using external storage devices, staff must adhere to the following guidelines:

- Users are responsible for all content on external storage devices that have been connected to district technology resources.
- Users must ensure that they will not introduce harmful software including computer viruses, malware, non-district approved software, or hacking tools to district technology resources.
- Users must ensure that the data will remain secure through appropriate encryption or password protection when transferring files containing PII or protected information to an external storage device. Users should only keep the information stored on the external device for the duration of the project, and then promptly remove.
- Staff should never transfer any documents labeled classified, confidential, or restricted to any external storage device.
- Staff should never transfer or create confidential data or student records on personal storage devices.

## **File Transmission Practices**

- Staff are responsible for securing sensitive data for transmission through email or other channels. When possible, staff should de-identify or redact any PII or confidential information prior to transmission.
- Staff should never include a password in any electronic communication unless directed to do so by Technology Staff.
- Staff should not transmit files labeled classified, confidential, or restricted through email or third party file transfer services without district approval.
- Regular transmission of student data to services such the District Library Management system, Food Service Management system and Single Sign On Provider system is managed by the technology department using a secure data transfer protocol. All such services are approved by a district/building administrator and the Director of Technology.

## **Credit Card and Electronic Payment**

Users of systems that process electronic payments, including but not limited to processing credit card information, must adhere to strict guidelines regarding the protection of payment information and cardholder data. These users are responsible for adhering to the following requirements and appropriate level of PCI compliance when handling such data:

- Never store cardholder data on district systems or in written form. All cardholder data may only be entered in secured payment systems approved by the district. Any cardholder data collected in written form must be shredded immediately after entry into the approved system.
- The district will never maintain a data system for payment information. All payment information will be stored and processed by a 3rd party accessible through a secure portal.

- Never request cardholder information to be transmitted via email or any other electronic communication system. The district will employ measures to help flag emails that contain this information.
- Payment information shall be entered directly into the approved payment system by individual making payment. If the individual is not able to directly input the payment, designated staff may gain verbal approval for the payment process either in person or via phone (after identification is verified). If verbal payment information is received, that information must be entered directly into the payment system and not written down during the process.
- If payment information is collected via a physical form, that form must be shredded or payment information redacted immediately upon receipt and entry into the payment system.

## Appendix G - Physical Security Controls

The following physical security controls shall be adhered to:

- Network systems shall be installed in an access-controlled area. The area in and around the computer facility shall afford protection against fire, water damage, and other environmental hazards such as power outages and extreme temperature situations.
- Monitor and maintain data centers' temperature and humidity levels.
- File servers and/or storage containing PII, Confidential and/or Internal Information shall be installed in a secure area to prevent theft, destruction, or access by unauthorized individuals.
- Ensure network systems and network equipment are properly secured to prevent unauthorized physical access and data is properly safeguarded to protect from loss.
- Computers and other systems shall be secured against use by unauthorized individuals. It is the responsibility of the user to not leave these devices logged in, unattended, and open to unauthorized use.
- Monitor and control the delivery and removal of all data-storing technological equipment or systems. Maintain a record of all such items entering or exiting their assigned location using the district approved technology inventory program. No technology equipment regardless of how purchased or funded shall be moved without the explicit approval of the technology department.
- Ensure that technological equipment or systems being removed for transfer to another organization or being designated as surplus property is appropriately sanitized in accordance with applicable policies and procedures (see Appendix I: Asset Management).

## **Appendix H - Asset Management**

Data security must be maintained through the life of an asset, including the destruction of data and disposal of assets. Any computer, laptop, mobile device, printing and/or scanning device, network appliance/equipment, AV equipment, server, internal or external storage, communication device or any other current or future electronic or technological device may be referred to as a system, asset or device.

All involved systems and information are assets of the district and are expected to be protected from misuse, unauthorized manipulation, and destruction.

### **Inventory**

All technology devices or systems considered an asset are inventoried by the technology department. This includes, but is not limited to, network appliances, servers, computers, laptops, mobile devices, and external hard drives. The technology department will conduct annual inventory verification of all district devices. It is the responsibility of the technology department to update the inventory system to reflect any in-school transfers, in-district transfers, or other location changes for district technology assets.

### **Disposal Guidelines**

Assets shall be considered for disposal in accordance with state/federal regulations and School Board Policy DN. The following considerations are used when assessing an asset for disposal:

- End of useful life
- Lack of continued need
- Obsolescence
- Wear, damage, or deterioration
- Excessive cost of maintenance or repair
- Salable value

The Director of Technology shall approve disposals of any district technology asset.

### **Methods of Disposal**

Once equipment has been designated and approved for disposal, it shall be handled according to policy [DL \(School Properties Disposal Procedure\)](#).

## **Appendix I - Virus, Malware, Spyware, Phishing and SPAM Protection**

### **Virus, Malware, and Spyware Protection**

Timberlane Regional School District PC desktops, laptops, and file servers are protected using enterprise virus/malware/spyware software. Definitions are updated daily and an on-access scan is performed on all “read” files continuously. A full scheduled scan runs weekly. A full scheduled scan is performed on all servers weekly during non-peak hours. All files and systems are scanned.

### **Internet Filtering**

Student learning using online content and social collaboration continues to increase. The Timberlane Regional School District views Internet filtering as a way to balance safety with learning—letting good content, resources, and connections in while blocking the bad. To balance educational Internet resource and application use with student safety and network security, the Internet traffic from all devices on the district network is routed through the district firewall and content filter. Filtering levels are based on the role of the user, staff or student and student grade level. All sites that are known for malicious software, phishing, spyware, etc. are blocked.

### **Phishing and SPAM Protection**

Email is filtered for viruses, phishing, spam, and spoofing using Google and Office 365 services.

### **Security Patches**

Server patch management is performed regularly. Security patches are applied on an as needed basis. The district utilizes a Microsoft WSUS server (Windows Server Updates Services) to distribute approved updates.

## **Appendix J - Account Management**

Access controls are essential for data security and integrity. The Timberlane Regional School District maintains a strict process for the creation and termination of district accounts. All new staff accounts are authorized through an HR hiring process prior to creation. Role-based permissions are used to establish access to all systems. Access security is audited at least annually or whenever access permission requirements are changed for a particular application/software or when an application/software is no longer necessary.

### **Staff Accounts**

When a staff member is hired by the Timberlane Regional School District, the following process ensures that each staff member has the correct access and permissions to the resources that are required for their position.

- Notification of new staff members is sent from Human Resources to the Technology Department. This notification includes position, building assignment(s), and start date.
- Only after notification has been received from Human Resources, the Technology Department creates user accounts. The user is given access and permissions to the necessary resources based on their position and building assignment(s) (see Appendix K: Data Access Roles and Permissions).
- Any exception to permissions must be approved by the district administrator responsible for the system (data manager) and the Director of Technology.

When a staff member's employment is ended, either by termination or resignation, account permissions are revoked in one of two ways.

- In the event of termination, HR will notify the Technology Department via email or phone call requiring the account to be disabled at once, preventing any further access to district resources.
- In the event of resignation, HR will notify the Technology Department via email indicating the termination date. The account is disabled at the end of business on the termination date, preventing further access to district resources.
- In the event that a user having elevated permissions to any system separates from the district, additional measures are taken to ensure that all elevated accounts to those systems are secure.

### **Local/Domain Administrator Access**

Only members of the District Technology staff will be granted access to domain level administrator and local machine administrator accounts in order to complete their job functions. Middle school and High School administrators and counselors have the abilities to reset student accounts only at their respective schools.

### **Remote Access**

Access into the District's network from outside is strictly prohibited without explicit authorization from the ISO. Remote access will be granted through virtual private network (VPN) connection through the district's network VPN appliance; no other method of remote access shall be granted without explicit authorization from the ISO. PII, confidential information and/or Internal Information that is stored or accessed remotely shall maintain the same level of protection as information stored and accessed within District's network.

In the event that VPN access is needed by a contractor/vendor, access must be approved by the ISO. The Network Administrator will establish the contractor account, only granting access to the server/application that the contractor/vendor supports. All VPN accounts will employ the use of 2 factor authentication.

All VPN accounts will be reviewed at least annually.

**Contractors/Vendors**

Access to contractors/vendors is governed through the same process using School Board Policy EHAB. All contractor/vendor access must be approved by HR and ISO. All contractors doing business on district premises must also pass a background check unless other security measures are addressed in a vendor contract. All contractors/vendors accessing district data will be considered on premise users. Once the approval has been obtained, the technology department will create the account.

## **Appendix K - Data Access Roles and Permissions**

### **Student Information System (SIS)**

Staff are entered into the Timberlane Regional School District's student information system. Only staff whose roles require access are provided accounts for the system. The following minimum information is entered for each staff member:

- Building/Site location
- Status - Active
- Staff Type
- District Email Address
- Primary Alert Phone Number and Cell phone number

Access accounts for the District's SIS are setup based on staff role/position, building and required access to student data and are assigned by the Director of Technology or designee. Teacher accounts are created for all staff responsible for taking student attendance and entering and maintaining grades. Teacher accounts login to the SIS Teacher Portal. Staff assigned a Teacher account only have access to students they teach or provide services to. Administrative accounts are created based on the staff member's role/position and function and further restrictions to data are controlled through security groups. Security groups control access permissions to certain data sets such as attendance, demographic data, grades, discipline etc. and whether the staff member can view or maintain data. Additional page level permissions are assigned to the security groups. PowerSchool administrative accounts log into the SIS Admin Portal.

#### **Security Groups**

- Administrator
- Guidance Staff
- School Administrator
- Administrative Assistant
- School Nurses
- Unassigned - no access

\* A complete list of permissions is kept on file in the technology department.

### **Financial System**

All staff members are entered into the District's financial system for the purpose of staff payroll and HR tracking. Staff access to their individual payroll information is granted through the employee portal. Only staff requiring access are provided accounts for the financial/personnel system.

After basic information and user ID are created, a security role is assigned to the account granting them access to designated areas of the financial system to complete their job responsibilities.

#### **Financial System Security Roles**

- AP/GL (Accounts Payable), General Ledger)
- AP/GL/PR (Accounts Payable, General Ledger, Payroll)
- Full Access
- HR Admin Asst
- HR Director
- HR Review

- IT Processing
- Payroll
- PR/HR (Payroll, Human Resources)
- Principals/Directors
- Remote (Admin Assistants at schools)
- Remote SPED Only

\* A complete list of permissions is kept on file in the technology department.

## **Special Education System**

The State of New Hampshire provides the District access to the NH Special Education Information System (NHSEIS) that houses all student IEP information. Access accounts to NHSEIS is maintained by the District's Director of Special Services office through the MyNHDOE single sign on portal. A user role determines the user's authority and applicable permissions within the NHSEIS system. The established roles are as follows:

- School Administrator
- Provider
- Case Manager
- District IT Administrator
- IEP Team Member
- District Administrator
- SAU System Administrator
- SAU System Staff
- General Ed Teacher
- SAU District Administrator

The following user roles access NHSEIS through the MyNHDOE portal: Case Manager, District Administrator, District IT Administrator, SAU District Administrator, SAU System Administrator, SAU System Staff, and School Administrator. The remaining user roles, Provider, General Ed Teacher and IEP Team Member access NHSEIS through a SAU specific web address.

## **Health Software System**

School District Nurses, Nurse Substitutes and Technology Staff are the only staff members granted access to the District's Health Software system. Technology Staff access is for the purpose of upgrades, and technical support for the use of the system. The medical data that is collected and maintained by the school nurses on the system includes immunizations, conditions, medications, and clinic logs (Time in/out of clinic and action taken). School nurses are the only accounts that can view and maintain medical information.

## **Food Services System**

The District uses a Food Services software management system to track data and perform functions necessary for the efficient operation of the Food Service Program. Food service staff are granted accounts with access to only the parts of the system that are necessary to complete their job functions. Technology Staff access is for the purpose of upgrades, and technical support for the use of the system and cash registers. SAU Staff has access to data to comply with state and federal reporting.

\* A complete list of permissions is kept on file in the technology department.

## Appendix L - Password Security

The District requires the use of strictly controlled passwords for network access and for access to secure sites and information. All passwords to district systems shall meet or exceed the below requirements.

- Passwords shall never be shared with another person.
- When possible, user created passwords should adhere to the same criteria as required for district network access as outlined below.
- Passwords shall never be saved when prompted by any application with the exception of single sign-on (SSO) systems as approved by the Technology Department.
- Passwords shall not be programmed into a computer or recorded anywhere that someone may find and use them.
- When creating a password for secure information or sites, it is important **not** to use passwords that are easily guessed due to their association with the user (i.e. children's names, pets' names, or birthdays).
- Users and staff who have reason to believe a password is lost or compromised must notify the Director of Technology or designee as soon as possible. The technology department will verify the identity of the person requesting the change before resetting the password.
- Staff Passwords will be expired and forced to be changed to a strong one at least once per calendar year
- All district administrators, SAU based employees, and school front office staff shall be required to use 2 Factor authentication for TRSD email and Google logins.
- Student Passwords will be expired upon entering 6th and 9th grades and students will be required to choose a new strong one.

District network access to resources managed through Active Directory/Google Accounts:

- Passwords must be “strong,” and must be a minimum of 8 characters long, must include at least one uppercase character, one number and one special character (! @ # \$ % & ?)
- Passwords will only be changed in the event the user shares their password with another staff member or they believe their account has been hacked.
- Your password must not be too similar to your username.
- Do not use your district password for any non-district systems.
- Password history will be enforced so that users cannot change a password to a recently use one. Where possible, system software should enforce the following password standards:
  - Passwords routed over a network shall be encrypted.
  - Passwords shall be entered in a non-display field.
  - System software shall enforce the changing of passwords and the minimum length.
  - System software shall disable the user password when more than five consecutive invalid passwords are given.



## **Appendix M - Technology Disaster - Recovery Plan**

### **OBJECTIVES**

The primary purpose of the Technology Disaster Recovery Plan (TDRP) is to enable the Timberlane Regional School District (Timberlane Regional) to respond effectively and efficiently to a natural disaster or critical failure of the district's data center and/or core systems. The objectives during a natural disaster or critical failure are the following:

- Minimize the loss or downtime of core systems and access to business critical data.
- Recover and restore the district's critical systems and data.
- Maintain essential technology resources critical to the day to day operations of the district.
- Minimize the impact to the staff and students during or after a critical failure.

### **Planning Assumptions**

The following planning assumptions were used in the development of Timberlane Regional's TDRP:

- There may be natural disasters that will have greater impact than others.
- There will be factors that are beyond the department's control or ability to predict during a disaster.
- There is the possibility of complete loss of the current data center.
- We will have adequate storage to recover systems.
- Data housed at the district data center is backed up in the cloud.
- District data is hosted by 3rd party providers.
- In the event of a critical failure to network infrastructure in the datacenter, District networking may be significantly impacted.

### **Disaster Recovery/Critical Failure Team**

The Timberlane Regional School District has appointed the following people to the disaster recovery/critical failure team:: Director Technology, Business Administrator, Business Operations Coordinator and all Senior Technology Specialists.

In the event the TDRP is activated, overall management of the response is delegated to this team.

Their primary responsibilities include:

- Determining the impact of the natural disaster/critical failure.
- Communication of impact and or loss, and updates of progress to the Superintendent.
- Communication of outages and updates to district staff.
- Oversight of the TDRP implementation and restoration of critical systems and data.
- Allocation and management of technology staff during the event.
- Working with manufacturers and/or vendors during the recovery and restoration of critical systems and data.
- Oversight of TDRP implementation debrief.

### **Activation**

The TDRP will be activated in the event of the following:

- A natural disaster has occurred and affects the operation of the District's data center(s). A natural disaster includes but is not limited to the following: tornado, earthquake, lightning, and flood.
- A fire has impacted the data center.
- Water or flooding has impacted the data center.
- Critical system failure.

The Information Security Officer (ISO) will act as the incident response manager (IRM). If the ISO is not able to act as the IRM, a member of the Superintendent's Leadership Team will assume the role of IRM, with assistance from the IRT.

## **Notification**

The following groups, if affected, will be notified in the event the plan has been activated:

- Superintendent
- Superintendent's Leadership Team
- Technology Staff
- District Staff
- Parents and Students
- Vendors

Information will be disseminated to the above groups through whichever means of communication is available at the time. This could include any one or combination of the following:

- Phone
- Email
- Social Media/Website
- Radio or Television

The TDRP team will work with the Superintendent on which information will be conveyed to each above group and what means will be used.

## **Implementation**

The TDRP team has the following in place to bring the District back online in the least of amount of time possible:

- Maintained spreadsheet listing all server names , physical and virtual, and their function. A hard copy of this document will be secured at the technology office. An electronic version will be housed on Google Drive.
- Maintained secure application to store all system administrator accounts, passwords and vendor contact information. This will be accessible only to applicable Technology Staff who need access to perform their job functions.
- The District's locally data backup solution includes the use of a daily local backup and off-site file storage. The local backup copy will be sent offsite for storage on a daily basis.
- The District's cloud based applications will be backed up daily and stored securely off site.

- In the event of a critical system failure, the District can restore that server back to our current environment from the backup solution.

## **Deactivation**

The TDRP team will deactivate the plan once services are fully restored.

## **Evaluation**

An internal evaluation of the Timberlane Regional TDRP response will be conducted. This will entail gathering documentation from the response and feedback from all stakeholders and incorporate into an after action report and corrective action plan. The result will be an update to the TDRP and other emergency response plans as appropriate

## **Appendix N - Data Breach Response Plan**

### **OBJECTIVES**

The purpose of the Technology Data Breach Plan (TDBP) is to enable the Timberlane Regional School District to respond effectively and efficiently to an actual or suspected data breach involving personally identifiable information (PII), confidential or protected information, district identifiable information and other significant cybersecurity incident. The objectives of the TDBP are:

- Convene the Incident Response Team (IRT) as necessary.
- Validate and contain the data security breach.
- Analyze the breach to determine scope and composition.
- Minimize impact to the staff and students after a data breach has occurred.
- Notification of data owners, legal counsel, state/federal agencies and law enforcement as deemed necessary.

### **Planning Assumptions**

The following planning assumptions were used in the development of Timberlane Regional TDBP:

- There may be data breaches that will have greater impact than others.
- There will be factors that are beyond the department's control or ability to predict during a data breach.
- District data is backed up.
- Some District data is hosted by 3rd party providers.

### **Data Breach/Incident Response Team**

Timberlane Regional has appointed the following people to the data breach/incident response team: Director of Technology, Business Administrator, Business Operations Coordinator, Director of Human Resources, Director of Student Services and all Senior Technology Specialists.

In the event the TDBP is activated, overall management of the response is delegated to this team. Their primary responsibilities include:

- Determine the nature of the data compromised and its impact to staff, students and the district itself.
- Communicate impact, the number of affected individuals, the likelihood information will be or has been used by unauthorized individuals and updates of progress to the Superintendent and Business Administrator.
- Coordinate with Superintendent to ensure communication with district staff and or parents as deemed appropriate.

- Oversight of the TDBP implementation and data breach resolution.
- Allocate and manage technology staff resources during the event.
- Work with vendors, 3rd party providers, manufacturers, legal counsel, district data breach insurance provider, state/federal agencies and law enforcement while correcting the data breach and its repercussions.
- Oversight of TDBP implementation debrief.

## **Activation**

The TDBP will be activated in the event of the following:

- A data breach has occurred and affects the district itself. A data breach includes but is not limited to an incident in which sensitive, protected or confidential data has potentially been viewed, stolen or used by an individual unauthorized to do so
- Personal Health Information (PHI) has been compromised.
- Personally Identifiable Information (PII) has been compromised.
- Confidential or sensitive data has been compromised.
- Network hack/intrusion has occurred.

The Information Security Officer (ISO) will act as the incident response manager (IRM). If the ISO is not able to act as the IRM, a member of the Superintendent's Leadership Team will assume the role of IRM, with assistance from the IRT. The breach response and reporting process will be documented according to state and federal requirements. The Director of Technology will work with the Superintendent to dispense and coordinate the notification and public message of the breach.

## **Notification**

The following groups will, if affected, be notified in the event the plan has been activated:

- Superintendent
- Superintendent's Leadership Team
- Technology Staff
- District Staff
- Parents and Students
- Vendors

Information will be disseminated to the above groups through whichever means of communication deemed appropriate. This could include any one or combination of the following:

- Email
- Social Media/Website

- Radio or Television
- Written Notice
- Phone

The TDBP team will work with district leadership on which information will be conveyed to each above group, timing of that communication and what means will be used.

## **Implementation**

The TDBP team has the following processes in place to contain the data breach in the least of amount of time possible:

- Data inventory of all systems containing sensitive data. A hard copy of this document will be secured at the technology office. An electronic version will be housed on the Technology Departments Team Drive
- Data dictionary of all district hosted information systems. A hard copy of this document will be secured at the technology office. Due to non- disclosure agreements, this data may not be available in other locations/formats. The appropriate vendor(s) can be contacted for this information.
- Maintained spreadsheet listing all server names, physical and virtual, and their function. A hard copy of this document will be secured at the technology office. An electronic version will be housed on the Technology Departments Team Drive.
- Maintained secure application to store all system administrator accounts, passwords and vendor contact information. This will be accessible only to applicable Technology Staff who need access to perform their job functions.
- The District's data backup solution includes the use of a backup manager and off-site file storage, which backs up data locally in the datacenter and offsite.

The following will take place during the incident response:

- The members of the IRT will be assembled once a breach has been validated. The IRT will be comprised of the Director of Technology, Business Administrator, Business Operations Coordinator, Director of Human Resources, Director of Student Services and all Senior Technology Specialist. Additional members of the Timberlane Regional School District's administrative team and technology department may be designated to assist on the IRT.
- The IRT will determine the status of the breach, on-going, active, or post-breach. For an active and ongoing breach, the IRT will initiate appropriate measures to prevent further data loss. These measures include, but are not limited to, securing and blocking unauthorized access to systems/data and preserving any and all evidence for investigation.
- The IRT will work with the data managers and data owners to determine the scope and composition of the breach, secure sensitive data, mitigate the damage that may arise from the breach and determine the root cause(s) of the breach to devise mitigating strategies and prevent future occurrences.

- The IRM will work with legal counsel and the Superintendent's Leadership Team to determine appropriate course of action pursuant to state statute. This includes notification of the authorities, and local law enforcement.
- Collaboration between the authorities and the IRT will take place with the IRM. The IRT will work with the proper authorities to make sure any and all evidence is properly handled and preserved.
- On advice from legal counsel, an outside party may be hired to conduct the forensic investigation of the breach. When the investigation has concluded, all evidence will be safely stored, recorded or destroyed (where appropriate).
- All affected data, machines and devices will be identified and removed from the network as deemed appropriate for the investigation. Interviews will be conducted with key personnel and facts of the incident will be documented and the evidence preserved for later examination.
- The IRT will work with the Superintendent's office to outline the notification of the data owners and those affected. Communication will be sent out as directed by legal counsel and advised by the district communications team. The types of communication will include, but not limited to, email, text message, postal mail, substitute notice and/or phone call.
- The IRM, in conjunction with the IRT, legal counsel and the Superintendent's Leadership Team will determine if notification of affected individuals is necessary. Once the determination is made to notify affected individuals, a letter will be written in accordance with all federal and state statutes, and local procedures. If it is determined that identity theft or other fraud is not reasonably likely to occur as a result of the breach, such a determination shall be documented in writing and filed at the Superintendent's office.

## **Deactivation**

The TDBP team will deactivate the plan once the data breach has been fully contained.

## **Evaluation**

Once the breach has been mitigated an internal evaluation of the Timberlane Regional School District's TDBP response will be conducted. The IRT, in conjunction with the IRM and others that were involved, will review the breach and all mitigation steps to determine the probable cause(s) and minimize the risk of a future occurrence. Feedback from the responders and affected entities may result in an update to the TDBP and other emergency response plans as appropriate. Information security training programs will be modified to include countermeasures to mitigate and remediate previous breaches so that past breaches do not recur. The reports and incident review will be filed with all evidence of the breach.

# Timberlane Regional School District Technology Plan 2023-2028



*District Technology Plan 2023-2024 through 2027-2028*

*Adopted by TRSB: TBD*

# Timberlane Regional School District

School Administrative Unit #106

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## 2022-2023 District Technology Plan Advisory Committee

<b>Name</b>	<b>Title</b>	<b>School</b>
Justin Bentley-Melle	Technology Teacher	Sandown North
Meaghan Guanci	Assistant Principal	Sandown North
Ashley Harbel	Assistant Principal	TRHS
Kenneth Henderson	Director of Technology	District
Christina Hubley	Technology Coordinator	District
Mitch Mencis	Principal	TRMS
Michael Rice	Technology Teacher	Pollard School
Laura Ross	Media Services / Library	Sandown North
John Sherman	Community Member	Plaistow
Laura Shute	Teacher	Pollard School
Susan Takesian	Teacher	TRHS
Kimberly Capel	Technology Teacher	Atkinson Academy

### **District Mission Statement**

The mission of the Timberlane Regional School District is to engage all students in challenging and relevant learning opportunities, emphasizing high aspirations and personal growth.

### **Technology Vision Statement**

The Timberlane Regional School District's Technology Vision is to provide an environment for students to build contemporary skills through seamless integration of technology that supports the most effective methods of learning and core instruction. Technology should enhance and build students' critical thinking, problem solving, analytical, communication, and collaboration skills while making learning more engaging. The District promotes professional development and technology integration proficiency as an essential component

of the implementation and adoption of technology that embraces the philosophy of lifelong learning.

## **Demographics**

The Timberlane Regional School District includes a High School, Middle School, five Elementary Schools, and a Performing Arts Center. The District is part of School Administrative Unit 106 and serves the towns of Atkinson, Danville, Plaistow, and Sandown. Please visit our website at [www.timberlane.net](http://www.timberlane.net). As of October 2022, the district has 3,304 students and 650 permanent staff members.

## **Recent Accomplishments (2017-2022)**

During the previous past years the district's technology infrastructure and integration has increased dramatically. Part of the reason for this was the global COVID-19 pandemic which forced school districts like TRSD to educate students and conduct their business remotely. This accelerated many initiatives including ensuring every student and staff member had a district assigned device to use and the adoption of several educational and business operation applications to facilitate remote learning and processes.

Among the accomplishments of the past few years include but not in limited to:

- 1.) The completion of the district's dedicated device initiative: Every student (Preschool - Grade 12) and staff member has an assigned district owned and maintained device.
- 2.) The widespread implementation of an online LMS (learning management systems) like Google Classroom which enable teachers to organize classroom communications, assignments, grading, and media sharing digitally.
- 3.) The district has procured many applications to assist in the ability to communicate and collaborate with students including Zoom, Kami (pdf editor), and Screencastify to name a few.
- 4.) The SAU central office has modernized many systems to be more efficient including moving to online documents that require signatures, the ability to access all core applications remotely and securely from anywhere by moving to cloud hosted applications.
- 5.) The district upgraded Internet connectivity at all schools and the central office. The district moved from slow and inefficient Comcast modems to high speed fiber connections.
- 6.) Upgraded network infrastructure including new firewalls, switches, and wireless access points for more robust and secure connectivity.
- 7.) Increased security and safety district wide by upgrading and adding to the video surveillance system and access control systems.
- 8.) The technology department has created many online learning resources for teachers and other staff. These resources include links to reference materials as well as short task based videos on various topics.
- 9.) The district and schools website were revamped to provide better access to resources for all

stakeholders.

- 10.) Social media accounts were created for the district and all schools (Facebook, Twitter, and Instagram) that are all administratively controlled to better communicate out to the community.
- 11.) Consolidated many servers in the schools with moving applications to cloud based platforms as well as implementing VM's (virtual machines). This effort also reduced our electrical draw and cooling overhead needed in the network closets.
- 12.) Replaced every printer and copier in the district with new leased ones and started to phase in centralized printing cloud queue printing reducing cost per page printing.



## Curriculum Integration

The District Technology Plan Advisory Committee believes that in order to effectively and meaningfully integrate technology, curriculum deployment plans must drive technology use and implementation, rather than technology driving the curriculum. Technology effectively integrated will prepare students for the next levels of their education and in their future careers. Today's children today are digital natives having grown up with technology around them and in their everyday lives but this does not mean that they know how to use technology to learn effectively. This is where schools and educators need to step in and teach children the best ways to use technology to learn, understand, and grow.

When integrated properly, technology can be a very effective tool to engage students. Students learn more when they are invested in the learning process and technology can help in this regard. Students today are called digital natives in that they grew up with technology around them and are comfortable using it. With proper technology integration into the curriculum, we can teach students how best to learn with technology and get the most of it.

### GOALS

1. Research and implement new LMS (Learning Management System) - The district is looking to move to a more robust and efficient LMS solution that aligns easier with required standards. Some goals of a new LMS would be to provide better audio/video support within lessons. (2025-2026)
2. Incorporate new modes of technology instruction at the elementary level with a mix of traditional in class instruction and teacher coaching. Coaching will involve working with core classroom teachers on the incorporation of grade appropriate technology skills/competencies within their lesson plans. (2023-2024 and beyond).
3. Continually explore new technology applications that will help aid classroom instruction. (Ongoing).



## **Access to Technology**

An accomplished goal from the last Technology Plan was to have a dedicated device for each student (preschool to grade 12) in the district. These are primarily Chromebooks with certain cases of iPads or laptops in cases of required by an IEP or 504. Primary grades have chromebooks in the classrooms housed within charging carts. Each student is assigned a dedicated Chromebook and currently does not take the Chromebook home aside from Distance Learning Days(DLD). For DLDs, the chromebooks have an assigned protective sleeve with a power adapter in the side pocket.

For grades 6-12 each assigned student has a Chromebook that they take home with them every day. Students are given a new Chromebook at the very end of 5th grade or beginning of 6th to use for their Middle School careers. At the completion of 8th grade, they turn in their devices and get assigned a new Chromebook to use throughout their high school careers. At the completion of high school, they have the option to either keep that Chromebook or donate back to the district.

At both 6th and 9th grades, parents/students are required to sign the district's Chromebooks acceptable use and care document and also have the opportunity to purchase the district's device protection plan for insurance against most damages.

Paraprofessionals and other support staff members have dedicated chromebooks. Teachers and administrators are primarily laptop users but over the past two years the district has moved towards Chromebooks for them as the costs are significantly lower than laptops and the processing power and screen sizes are compatible with laptops. The one exception to moving to Chromebooks is special education professionals who need laptops to run required applications. Very few desktops remain in the district but are still used in engineering and coding labs at the high school and at front desk areas of each school.

The network infrastructure consists of all fiber Internet connections with 200MB throughput at each school except the high school and middle school which share a 2GB connection. Within the schools gigabit port switches and next generation WiFi (802.11ax) access points have been upgraded during the last technology plan cycle. The district also recently updated all firewalls to next generation (NG) firewalls with the capability to support remote VPN connections.

There are few physical servers left in the district as most services have been migrated to cloud based applications. The purpose of the remaining servers is only account management (Active Directory) and a few remaining File Storage shares.

All remaining laser printers are Ricoh and part of the district's new lease from starting in 2020-2021 and will more mostly phased out by the end of 2026. The district also has Ricoh MPC's in each school (multi function copiers) which use the security fobs staff have to swipe in to release from a cloud based print queue.

All core subject classrooms now have wall mounted projectors and the projectors on carts that used to be prevalent in the district are all but gone.

## GOALS

- 1.) Continue supporting and funding a 4-5 year life cycle for the Dedicated Device Initiative program for all grades and staff. Evaluate the devices procured and costs associated with yearly. *(Ongoing)*
- 2.) Continue supporting and funding network infrastructure and security systems upgrades and improvements to support a 5-7 year cycle depending on technology. Evaluations will research new technologies and the costs associated with. *(Ongoing)*
- 3.) Continue to support and fund classroom technologies like projectors, smart boards, etc. Evaluate new products and costs associated with them. *(Ongoing)*
- 4.) Upgrade the backend Phone system PBX and voicemail system district wide. *(2024-2025)*



## **Business Operations Technology**

Business operations technology is housed and/or managed at the district office. The following services are currently in use. These systems are all by in large securely hosted in the cloud which was a goal of the last technology plan. Going forward for the next five years and beyond the district will explore new technologies and techniques to enable our business operations to operate more efficiently.

- Tyler Technologies School ERP Pro - Financial and HR
- Powerschool SIS with online enrollment - Student Information System
- Mosaic - Onsite POS (point of sale) meal programs
- MySchoolBucks - Online payments for meal programs and school programs
- Pandadoc - online documentation for digital signatures and document workflows
- Microsoft Office 365 - Office applications and email hosting
- Frontline Applitrack - Posting positions and online recruitment
- Frontline Absence Management - for automated substitute notifications
- Time Clock Plus - online time and attendance management
- DocStar - online document management and repository
- Papercut - printing management
- Sharepoint - Document and workspace management
- Active Directory - Account management
- Wordpress - Website management and hosting
- Google Educational workspaces - Google suite of applications (educational version)

### **GOALS**

- 1.) Align absence and time management applications to be more integrated into ERP system. This will help make the payroll process as well as the way staff puts in for paid time off more efficient. (2024-2025)
- 2.) Finish centralized printing project. The goal is to remove as many expensive laser printers as possible (in a phased approach) and move to centralized printing at the copiers in schools to promote less waste and cost per page printing. (2025-2026)
- 3.) Implement a system that will process and track professional development hours and funds expensed/available online. (2024-2025)
- 4.) Upgrade food service payment system to improve reporting and parent/guardian online experience around fund transfers and free and reduced applications. (2023-2024)

## **Technology Literacy Skills Development**

Proficient technology literacy skills for staff is imperative to ensure effective utilization of technology resources. Time is always a limited resource and finding ways to work within this for technology training is a continuing effort. During the next five (5) years the district will seek ways to offer technology training in more effective and efficient ways.

### **Current Efforts**

- Online Cyber Security training
- Technology training during Professional Development Days
- Training offered to New Teachers before school begins
- Shared Online Google Drive set up with Technology Videos and directions for various programs used within the district
- One on one or small group training with the Technology Integrator for the district
- Program training for new technology when introduced to the district

### **PD Opportunities**

- Teachers may use Professional Development money for outside technology workshops
- Teachers have the opportunity to contact the Technology Integrator to help teach lessons using technology in their classrooms or to get PD training
- Afterschool Technology Trainings
- Access Online Videos for technology training

### **GOALS**

- 1.) Explore new opportunities to share technology techniques within the classrooms using online training, before or after school sessions, parts of staff meetings, professional development days, or early release days. (Ongoing)
- 2.) Encourage staff to attend outside technology workshops by offering a discounted district price and also explore outside grant opportunities. (Ongoing)
- 3.) Technology teachers will help coach teachers integrate grade level appropriate technology into their lesson plans. (2023-2024 and beyond)
- 4.) Implement improved verified PD hour tracking around in house technology training. (2023-2024)
- 5.) Encourage teachers to complete Google Certified Educator Level 1 by providing funding for the Google Evaluation after completing the online Google training. (2023-2024 and beyond)

## Communications & Outreach

The Timberlane Regional School District utilizes the use of technology to enhance communication between the school system and its stakeholders. Technology provides access for students, parents and community member involvement in the educational process. It provides opportunities for student engagement beyond the academic setting. Technology is used to inform all members of the community about relevant district and school based events. The district will continue to expand the current online and television resources as means of communication within the schools and the community to enhance learning, engage the community, share ideas, access information, and support professional growth for staff.

The following applications and tools are used for district communications currently:

- Social media (Facebook, Twitter, and Instagram). The district and each school have their own accounts in all three social media applications.
- Emails, texting, and robo phone call abilities through School Messenger to both TRSD families and staff groups.
- District and schools websites that house information such as the calendars of events, documents, departmental (transportation, food service, technology, etc) information, and postings of events and school happenings.
- The TEN (Timberlane Educational Network) cable channel that is broadcast on local cable providers in all four towns.
- In addition to the above means of communication school closings and delays are posted on WMUR as well as several Boston Channels.
- Powerschool parent and student application - This app available on both Apple and Android platforms provides information on student schedules and assignments at grades 6-12 as well as attendance and report card information for all grades.
- PickUp Patrol - An app that parents use to communicate student absences, tardiness, and school plan changes with each school.
- Livestream and Vimeo streaming services. The district uses Livestream for live events including student concerts, parent informational nights, school board and budget committee meetings and more. Vimeo is used to archive these videos in appropriate categories and provides closed captions and varied speed playback.
- Smugmug - this is an online application used to store school and district wide pictures of student centered and other events.
- Survey tools such as Thought Exchange, Google Forms, and Survey Monkey are used to provide targeted feedback on a number of areas for all TRSD stakeholders.
- Continue to enhance and improve the efficiency of communication through the development and funding of new and current tools utilized by the district. (Ongoing)

## GOALS

- 1.) Continue to enhance and improve the efficiency of communication through the development and funding of new and current tools utilized by the district. (Ongoing)
- 2.) Promote more parent and student awareness around resources with district technology applications, distance learning days best practices, and online safety and security. (2023-2024 and beyond)

**NOW SHOWING:** **ELEMENTARY HONORS CONCERT**  
Orchestra | Band | Chorus *Recorded April 19th*



 [Vimeo.com/TRSD](https://vimeo.com/TRSD)  
 [Facebook.com/TimberlaneMusic](https://facebook.com/TimberlaneMusic)  
 TRSD.TV Cable Channel 6/22

**TRSD.TV** 

## Budget Projections

### Device Purchases by Fiscal Years - Projected Costs (2023-2028)

Below are estimated costs for hardware and device replacement during the next five fiscal years. Estimates are based on current costs of equipment.

Item	23-24	24-25	25-26	26-27	27-28
Student Chromebooks	\$139,125	\$150,000	\$150,000	\$150,000	\$150,000
Staff Devices	\$25,000	\$25,000	\$25,000	\$25,000	\$25,000
Classroom projectors	\$66,500	\$66,500	\$66,500	\$66,500	\$66,500
Wireless Access points	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000
New Phone System - Backend PBX	\$0	\$75,000	\$0	\$0	\$0
Student Desktops - Engineering/AV Labs	0	\$25,000	\$25,000	\$0	\$0
District Audio/Video	\$30,000	\$25,000	\$25,000	\$10,000	\$10,000
Network Security (Firewalls)	\$0	\$0	\$0	\$70,000	\$0
Network Switches	\$10,000	\$10,000	\$15,000	\$15,000	\$15,000
Video Surveillance	\$15,000	\$15,000	\$15,000	\$15,000	\$15,000

TIMBERLANE REGIONAL  
SCHOOL DISTRICT

# STRATEGIC PLAN

2023-2028



*The Mission of the Timberlane Regional School District is to engage all students in challenging and relevant learning opportunities, emphasizing high aspirations and personal growth.*

# THE TIMBERLANE GRADUATE

A Timberlane Graduate is prepared to effectively use their knowledge and skills to make informed personal choices and decisions that will lead them to become a responsible contributor and consumer in the 21st Century society as they interact with the challenges and opportunities presented by the global community.

A Timberlane Graduate is...

- Intellectually curious, creative and open to challenges;
- Persevering;
- Resilient;
- A problem solver;
- A digital citizen;
- An effective communicator;
- A collaborative worker;
- A critical thinker;
- Academically literate in: math, science, social studies, technology, reading, writing, and the arts;
- Responsible and respectful;
- Able to understand and apply 21st Century Skills;
- Willing and able to identify when and what they need to learn with the purpose of remaining open to continuous learning.



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# GOALS

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The Timberlane Regional School District will engage PreK-12 students in personalized, competency based educational experiences to develop the necessary knowledge, skills, and marketable traits to be successful in school, work, and life.

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### Goal 2: Systems of Data and Evidence of Student Learning

Develop systems to expand on the collection, evaluation, and interpretation of data and evidence of student learning as a means to drive instructional decision-making and improve student learning outcomes.

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### Goal 3: Multi-Tiered Systems of Student Support

Implement a comprehensive system of academic, social, emotional, and behavioral supports to promote student wellness and improve engagement in learning.

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### Goal 4: Systems for Professional Learning

Develop a comprehensive professional development plan for all levels to provide a systematic program of job-embedded, on-going training that supports collaborative practices and educator empowerment.

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# GOALS

## PERSONNEL

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### Personnel Introduction and Objective

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#### Goal 1: Collective Bargaining Agreements

The Timberlane Regional School District will successfully negotiate all collective bargaining agreements in a timely manner, with fiscal prudence and competiveness, based on the input of building and district administrators.

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#### Goal 2: Staffing

The Timberlane Regional School District will fill 100% of the positions in approved budgets and develop contingency plans for the sharing of work in the event that 100% staffing level is not achieved.

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#### Goal 3: Continued Staff Learning

The Timberlane Regional School District will develop and sequence opportunities to engage all staff in training within District systems in order to increase the capacity of each individual and the larger District team.

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#### Goal 4: Future Programming

The Timberlane Regional School District will staff all future changes to educational programming in a manner that supports the attainment of the explicit outcomes articulated within said programming.

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#### Goal 5: Partnerships

The Timberlane Regional School District will continue to seek, develop, and sustain partnerships with outside organizations that can immediately, in the short-term, and in the long-term increase the personnel resources of the district.

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# GOALS

## COMMUNITY, CONNECTIONS, AND COMMUNICATION

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#### Goal 1: Two-Way Communication

The Timberlane Regional School District will increase connection with its stakeholders through frequent, transparent two-way communication to ensure all voices are heard.

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#### Goal 2: District as Community Hub

The Timberlane Regional School District will serve as the hub of the community, providing opportunities for engagement, educational and social programming for families, and supporting the overall well-being of all community members.

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#### Goal 3: Measures of Recognition

TRSD will boost its recognition of student and staff accomplishments and achievements.

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#### Goal 4: Increased Engagement

TRSD will increase the engagement for diverse and underrepresented populations within the community to ensure equal access to educational opportunities.

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# GOALS

## FACILITIES AND LEARNING ENVIRONMENTS

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### **FACILITIES AND LEARNING ENVIRONMENTS INTRODUCTION AND OBJECTIVE**

33-35

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#### **Goal 1: Facilities Master Plan**

Develop a long range Facilities Master Plan to address PK-12 building deficiencies, educational program planning, and athletic program needs. This plan will serve, and guide, the Timberlane community for the next twenty years and include major renovation and construction, and capital projects.

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#### **Goal 2: Community Outreach and Support**

Obtain community support for the Facilities Master Plan, Strategic Plan, and Capital Improvement Plan through effective communication about the process.

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#### **Goal 3: Plan Implementation**

Define a path to implement renovations/new construction to address the identified needs.

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# RATIONALE

If the singular end goal of the Timberlane Regional School District is to support all students in realizing high levels of standardized, personalized, and individualized learning, then it must ensure that...

- the concept of **learning** is the primary driver for decision-making for students and staff.
- the **personnel** responsible for working directly and indirectly with students are at capacity, healthy, and highly-skilled.
- the experiences of **community, connections, and communications** that link all stakeholders are frequent, meaningful, and constructive.
- the **facilities and learning environments** that house all school operations are safe and support the opportunities for students to learn and show evidence of that learning.



# INTRODUCTION

The Timberlane Regional School District (TRSD), comprising the four towns of Atkinson, Danville, Plaistow, and Sandown, is characterized by both the unique history and local traditions of each town, as well as a regional identity and sense of a larger Timberlane community. Our district grows from within and expands to the wider world. The five district elementary schools are neighborhood schools, grounded in long-standing local traditions that make each learning community unique. These schools also provide learning experiences that connect Timberlane students to the community through a shared Timberlane mission and vision for learning, aligned curricula, and collaboration amongst our educators. The regional middle and high schools unite the students and families of our four towns and also host districtwide community gatherings. Thus, the TRSD is both a regional learning community and the public commonplace of the four towns.

The District has experienced a high level of change over the past several years. On July 1, 2021, the TRSD officially withdrew from School Administrative Unit (SAU) 55 to become SAU 106. This transition to a new SAU was accompanied by a significant level of turnover in both building and district level leadership, as well as the instructional staff in our seven schools. Over the past two years, SAU 106 has begun to construct and shape its new identity. Throughout this transition, the district has remained committed to the alignment of a shared vision for student learning, along with the creation of new district-wide systems to support the implementation of that vision. We believe that our connection with and our commitment to one another empowers all members of our educational community to reach our greatest potential together.

In the end, it's the people who do the work of teaching and learning directly with students and families that are the bedrock of any school system; Timberlane is no different in this regard. Therefore, attracting and hiring the best people are the most important actions Timberlane can take to support the goal of students realizing high levels of standardized, personalized, and individualized learning.

In 2020, the TRSD successfully expanded student access to technology through the implementation of a 1:1 Chromebook initiative. Additionally, our pre-K-12 learning models have adapted over time and continue to shift away from a preponderance of teacher-centered direct instruction to lessons that include opportunities for student inquiry and exploration, student voice and choice, and personalized learning experiences for students of all ages and skill levels. This ongoing transformation of learning supports students in developing the skills, knowledge, and dispositions necessary to meet the needs and demands of an ever-changing local, national, and global society and workforce.

Student learning is optimized in spaces that are welcoming and safe, accessible to all, and flexible in nature to accommodate different types of learning. The school buildings of the Timberlane Regional School District have not seen any significant upgrades or renovations in over 20 years. Many of the systems are reaching their end of life expectancies and will need to be replaced and/or see significantly increased maintenance. Most of the district buildings are over 60 years of age and therefore, spaces are dated and not conducive to current/future learning environments and needs.

# PROCESS

The TRSD Strategic Planning Committee began meeting in July of 2022 and established a goal to have a newly developed five (5) year strategic plan in place by July 1, 2023. The committee is comprised of fourteen (14) TRSD administrators, two (2) school board members (Michael Boucher and Kim McCormick), and one member from the Budget Committee (Sue Sherman).

The committee met monthly (not in August and twice in September) through November. In that time, the committee:

- reviewed progress, achievements, and unaddressed elements of the current strategic plan;
- administered and reviewed “Thought Exchanges” and “Survey Monkey” student surveys to seek feedback from the community, staff, families, and students;
- considered reaching out to consultants;
- reviewed the Capital Improvement Plan and past work / thinking of the Facilities Committee;
- continually grouped the discussion points into broader categories to later inform targeted work.

At the November meeting, the committee analyzed the stakeholder feedback, including the results of the community-wide Thought Exchange and student surveys. Common thoughts and themes emerged from this feedback. Through this process, the committee determined four (4) primary “buckets” to organize the Strategic Plan:

- Learning
- Personnel
- Community, Connections, and Communication
- Facilities and Learning Environments

Each “bucket” was assigned a leader, working members, and the charge to work as a subcommittee, engage with relevant staff stakeholders, and generate draft language to target the following pieces of the Strategic Plan for review as a full committee on February 23, 2023:

- A brief narrative that outlines the current state of the District as related to the “bucket.”
- An objective written as a single statement.
- Three (3) to five (5) goal statements to guide future work.
- And three (3) to five (5) discrete tasks with assigned dates to support the attainment of each goal statement.

The full committee met on February 23, 2023 to review the work of each subcommittee. In March, the “Bucket” team leaders met and collaborated to synthesize subcommittee reports and draft a cohesive strategic plan. That group also developed a timeline of work moving forward to June, as outlined on the following page.

# PROCESS

## Timeline for Future Work

- **April, 2023:** Share draft Strategic Plan with School Board for 1st read on April 6th.
- **April 10th -28th, 2023:** Share with TRSD staff for feedback between April 10th - 28th.
- **May, 2023:** Share draft Strategic Plan with families and community for feedback.
- **May, 2023:** Strategic Plan Committee will review all feedback from April and May and refine the plan itself.
- **June, 2023:** Share Strategic Plan with the School Board for 2nd read.

## Methods to collect feedback after first read by the School Board:

- Thought Exchange: This tool may be used to collect public feedback through a system of open-ended questions, options for stakeholders to share thoughts, and opportunities for participants to rate the thoughts shared by others.
- Survey Monkey: This tool may be used to collect feedback through Likert scale ratings and/or ranking systems.
- Public / Staff In-Person Forums



# LEARNING

The Timberlane Regional School District strives to engage, challenge, and support students and staff in relevant learning activities that foster their ongoing academic, social, emotional, and personal growth. Timberlane educators monitor, analyze, and reflect on student learning outcomes and seek to adapt their instructional practice to best meet the personalized needs of all learners.

## **Competency Based Education and Personalized Learning:**

The Timberlane Regional School District has been actively involved in ongoing work connected to personalized Competency Based Education (CBE). The elementary schools continue to refine their content specific curriculum units to identify trimester learning and acquisition targets. Elementary teachers have begun to create common unit assessments. The middle and high schools have implemented a hybrid report card that includes both a traditional alpha-numeric grade along with information relative to students' level of mastery of course competencies. The secondary levels have developed competency rubrics and continue to develop and refine unit performance assessments that call for the independent application and transfer of student learning to new tasks and contexts. The high school has expanded on flexible learning pathways for students through the implementation of Extended Learning Opportunities (ELOs) and internships.

## **Professional Growth and Learning:**

The district has made a commitment to job-embedded professional learning opportunities for staff to both enhance their instructional practice and increase consistency in educator training across grade levels and schools. Early childhood educators have expanded on their knowledge of and capacity to design Play-Based Learning experiences for their students. Elementary classroom teachers are actively engaged in inquiry-based cycles of professional learning connected to research behind the Science of Reading. This work is being led and supported by the elementary Literacy Coaches. The elementary schools have also provided opportunities for educators to learn more about best practices in math instruction, including district-wide elementary book studies, revised Geometry curriculum units, and optional week-long summer training through the Ongoing Assessment Project (OGAP).

## **Social and Emotional Learning:**

The district is in year three of a partnership with consultant Mike Anderson to enhance our educators' capacity to design learning experiences that embed student voice and choice, as a means to enhance intrinsic motivation for learning in our students. In addition to this district-wide work, teachers at both the elementary and middle schools have engaged in job-embedded coaching connected to the infusion of Social and Emotional Learning (SEL) skills through academics. The elementary schools have also implemented a Morning Meeting and non-academic soft start to the school day for all students to help increase community and support students in being prepared for the school day. Professional development days have included opportunities for educators to learn practical research-based strategies to support students who exhibit challenging behaviors.

# LEARNING

## **Data Protocols and Tiered Intervention Systems:**

The district is in year two of implementation of the i-Ready Assessment and Learning platform across grades K-8. This assessment system has increased the level of data on students in mathematics and reading. This data is used, along with other measures of student learning, to identify student intervention needs through a rank order process in accordance with the level of need. The elementary schools are in year two of implementation of a new intervention model and the middle school is in the first full year of implementation of the What I Need (WIN) block for all students and grade levels. These intervention systems are currently not in place at the high school level.

## **Identified Need for Ongoing Development of Systems of Learning:**

While the district has made significant strides in the areas of student and professional learning, there remains a need to develop district-wide systems in the areas of curriculum, instruction, assessment, and professional learning to increase educator capacity, improve alignment of school and district initiatives, empower educators, and ultimately improve student learning outcomes. The following general areas have been identified as areas of ongoing need for this section of the TRSD Strategic Plan:

- The development of systems for ongoing educator training in the areas of curriculum, instruction, and assessment to better address student needs, personalize learning, and improve student learning outcomes;
- The development of systems designed to remove barriers to learning for all students across both regular and special education settings;
- The development of systems connected to the generation of data and evidence of student learning and protocols for data-based decision-making;
- The development and implementation of a district-wide multi-tiered systems of support for academics, SEL, mental health, and behavior;
- The development of systems to personalize professional learning for all educators and increase educator capacity to implement high-leverage practices to respond to student needs and personalize learning.



# LEARNING OBJECTIVE

The Timberlane Regional School District will provide meaningful and flexible learning opportunities in a safe and connected learning environment to ensure that Timberlane students achieve the necessary knowledge, skills, and dispositions to participate in a rapidly changing global society and find success in school, work, and life.



# LEARNING GOAL 1

## Goal 1: Systems to Support Competency-Based and Personalized Student Learning

The Timberlane Regional School District will engage PreK-12 students in personalized, competency based educational experiences to develop the necessary knowledge, skills, and marketable traits to be successful in school, work, and life, as measured by completion of the following tasks:

Task	End Date
1. Train educators and implement school-wide flexible approaches that personalize learning for students, including designing lessons that provide students with multiple means to engage in, represent, and express their learning. <ul style="list-style-type: none"><li>◦ Explore NH networks and programs to support student access to learning;</li><li>◦ Design systems of support that remove barriers to learning for all students across both regular and special education settings.</li></ul>	June 2026
2. Train educators to identify and implement high-impact teaching and instructional practices designed to generate evidence of student learning.	June 2027
3. Provide opportunities for students to explore career pathways, Extended Learning Opportunities (ELOs), vocational / Career and Technical Education (CTE) experiences, internships, dual enrollment, and other non-traditional educational experiences.	June 2028
4. Review and refine assessment, grading and reporting practices across grades K-12 to provide consistent evidence and feedback on student learning outcomes.	June 2028

# LEARNING GOAL 2

## Goal 2: Systems of Data and Evidence of Student Learning

Develop systems to expand on the collection, evaluation, and interpretation of data and evidence of student learning, as a means to drive instructional decision-making and improve student learning outcomes, as measured by completion of the following tasks:

Task	End Date
1. Form school and district-level data teams that implement systematic data protocols, rooted in models of ongoing evaluative thinking and data-based decision-making.	June 2024
2. Increase educator access to data on student learning.	June 2024
3. Train and provide opportunities for educators to engage in reflective and evaluative thinking regarding their instructional practice: <ul style="list-style-type: none"><li>◦ Collect and evaluate data and other evidence of student learning.</li><li>◦ Reflect on the impact of instructional practice and lesson design on student learning outcomes.</li><li>◦ Use this information to make decisions on next steps for instruction at both the student and classroom level.</li></ul>	June 2026

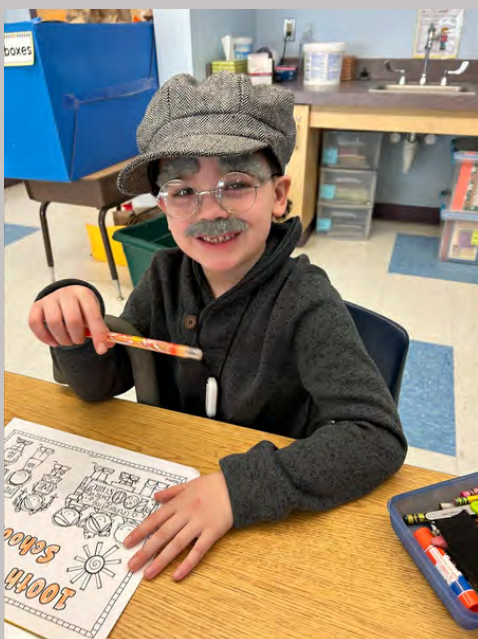


# LEARNING GOAL 3

## Goal 3: Multi-Tiered Systems of Student Support

Implement a comprehensive system of academic, social, emotional, and behavioral supports to promote student wellness and improve engagement in learning, as measured by completion of the following tasks:

Task	End Date
1. Establish and implement a district-wide multi-tiered system of academic, behavioral, and social and emotional supports, (based on the NH MTSS-B framework), that includes universal approaches, targeted supports, and individualized services.	June 2025
2. Provide opportunities for students to develop and apply Social and Emotional Learning (SEL) skills through their academic work to support positive learning environments.	June 2026
3. Increase opportunities for students to have voice and choice in their learning, as a means to develop intrinsic motivation in students.	June 2025



# LEARNING GOAL 4

## Goal 4: Systems for Professional Learning

Develop a comprehensive professional development plan for all levels to provide a systematic program of job-embedded, on-going, training that supports collaborative practices and educator empowerment, as measured by completion of the following tasks:

Task	End Date
1. Revise the Professional Development (PD) Master Plan.	August 2023
2. Train staff with regard to revisions to the PD Master Plan.	January 2024
2. Identify required professional learning areas for all Timberlane educators including, but not limited to best practices in literacy instruction, mathematics, instructional design, assessment, evaluative thinking, and SEL.	June 2024
3. Develop a comprehensive plan to provide training on all required professional learning topics to educators, through ongoing flexible and job-embedded learning opportunities.	August 2024
4. Engage building leaders in planning for the implementation of goals, objectives, and action steps in the strategic plan.	September 2023



# PERSONNEL

## Staffing

The Timberlane Regional School District currently budgets for 734 total staff and maintains / expects 65 vacancies; 50 instructional positions and 15 non-instructional positions. Moreover, 33 of the 65 vacancies are in the special education domain. An analysis of staffing data from FY15 to FY23 yields the two (2) primary trends. First, the total number of staff has leveled since FY18 and the number of vacancies each FY has increased. Anecdotally, the latter trend is more complicated by the fact that the educational job market is increasingly competitive while concurrently the number of candidates applying for positions is decreasing.

## CBA Status / Dates and Non-Affiliated Staff

There are six (6) collective bargaining units operating within the Timberlane Regional School District. Of the 734 total staff, (#) are governed by a union agreement and (#) are non-affiliated.

- The TTA (teachers and other professional / certified staff) has a one-year agreement effective July 1, 2023. Negotiations for a new contract can begin to take place on July 1, 2023. This bargaining unit operated without a new contract in 2022-2023.
- The TAU (some district and all building administrators) has a three-year agreement effective July 1, 2023. Negotiations for a new contract are expected to begin on July 1, 2025. This group has operated the last three years without a contract.
- The TAMM (admin assistants, secretaries, and skilled maintenance employees) has a three-year agreement effective July 1, 2023. Negotiations for a new contract are expected to begin on July 1, 2025.
- The TSSU (paraeducators) has a three-year agreement effective July 1, 2023. Negotiations for a new contract are expected to begin on July 1, 2025.
- The TCU (custodians) is in the midst of a contract that is set to expire on June 30, 2025. Negotiations for a new contract are expected to begin on July 1, 2024.
- The TCWU (cafeteria workers) is in the midst of a contract that is set to expire on June 30, 2025. Negotiations for a new contract are expected to begin on July 1, 2024.

## Existing Partnerships

The Timberlane Regional School District currently partners with the following colleges and universities to host student pursuing degrees and certificates in education:

- Southern New Hampshire University
- University of New Hampshire
- North Shore Community College



# PERSONNEL

## Future Programming

The Timberlane School District is exploring establishing special education programming to meet the needs of students within their home districts. This exploration entails consideration of student identification, staffing, facilities, and the approval processes at the state level.

## Considerations for Future

- Succession Planning for Leadership
- Human Resource Information System Fluidity with Other Personnel Systems
- Recruitment Staff in Human Resources
- Employee Assistance Program Accessibility



# PERSONNEL OBJECTIVE

The Timberlane Regional School District will attract, secure, grow, and retain high quality staffing across all levels of the District in order to drive student learning and the learning of all staff.



# PERSONNEL GOAL 1

## Goal 1: Collective Bargaining Agreements (CBAs)

The Timberlane Regional School District will successfully negotiate all collective bargaining agreements in a timely manner, with a fiscal mindset and competitiveness, based on the input of building and district administrators, as measured by completion of the following tasks:

Task	CBA	End Date
1. Identify an instructional district administrator to serve as liaison and school board members to lead negotiating teams for each upcoming collective bargaining agreement.	TTA TAU TCUW TAAM TSSU TCU	June 2023 June 2024 June 2024 June 2025 June 2025 June 2025
2. Liaison seeks feedback from school district and building administrators specific to recommendations for contractual language changes to improve student learning and works with school board members of the negotiating team to create a one-page focus document to set intended goals for each upcoming negotiation.	TTA TAU TCUW TAAM TSSU TCU	July 1, 2023 July 1, 2024 July 1, 2024 July 1, 2025 July 1, 2025 July 1, 2025
3. Negotiating team (consisting of the liaison, business administrator, human resource director, and school board members) meet to run financial scenarios that are aligned to the one-page focus document.	TTA TAU TCUW TAAM TSSU TCU	Aug. 1, 2023 Aug. 1, 2024 Aug. 1, 2024 Aug. 1, 2025 Aug. 1, 2025 Aug. 1, 2025
4. Negotiating teams reach a tentative agreement for each collective bargaining unit.	TTA TAU TCUW TAAM TSSU TCU	Dec. 2023 Dec. 2024 Dec. 2024 Dec. 2025 Dec. 2025 Dec. 2025
5. Superintendent works with the school board to draft warrant articles reflective of each realized agreement.	TTA TAU TCUW TAAM TSSU TCU	Jan. 15, 2024 Jan. 15, 2025 Jan. 15, 2025 Jan. 15, 2026 Jan. 15, 2026 Jan. 15, 2026

# PERSONNEL GOAL 2

## Goal 2: Staffing

The Timberlane Regional School District will fill 100% of the positions in approved budgets and develop contingency plans for the sharing of work in the event that 100% staffing level is not achieved, as measured by completion of the following tasks:

Task	End Date
1. Refine, develop, and share with relevant administration a hiring flow for all categories of staffing positions.	January 1, 2024
2. Identify and develop timelines for each non-traditional recruiting method for all staffing positions.	September 1, 2023
3. Build a framework for job fairs onsite and offsite and identify specific site locations and dates over a five-year window of time.	January 1, 2024
4. The Superintendent's Leadership Team (SLT) will build a contingency plan with building administration for each unfilled staffing position by September 1st of each school year (and ongoing as vacancies occur during the operational school year).	September 1, annually
5. The Superintendent will set up an advisory committee consisting of members from all collective bargaining units and administration.	January 1, 2024
6. The advisory committee will submit non-monetary recommendations for staff attraction, growth, and retention.	June 2024



# PERSONNEL GOAL 3

## Goal 3: Continued Staff Learning

The Timberlane Regional School District will develop and sequence opportunities to engage all staff in training within District systems in order to increase the capacity of each individual and the larger District team, as measured by completion of the following tasks:

Task	End Date
1. Review and refine new teacher induction systems after hire.	August 1, 2023
2. Through solicitation from staff, identify district systems that are in need of improvement and those systems in which staff need more training to access effectively.	January 1, 2024
3. Working within a committee comprised of staff and administrators, develop a plan to both engage in change processes where there is an identified need and to build training experiences where there is an identified need.	August 1, 2024
4. Through solicitation from staff, identify professional learning that is in individualized, personalized, and need based upon staff positional category.	October 1, 2023
5. Working within a committee comprised of staff and administration, develop an annual plan to prioritize and map out contractual professional learning days.	August 1, annually
6. Map a calendar that places staff at school board meetings to present District systems or their own professional learning that increases student learning.	Jan. 1, 2024



# PERSONNEL GOAL 4

## Goal 4: Future Programming

The Timberlane Regional School District will staff all future changes to educational programming in a manner that supports the attainment of the explicit outcomes articulated within said programming, as measured by completion of the following tasks:

Task	End Date
1. Identify an exhaustive list of potential future programming names and staffing needs within each respective program over a five-year window of time.	July 1, 2023
2. For each identified program, set an operational start date and post staffing needs and / or reallocate current staff to meet the needs of the respective program.	60 days in advance of operational start date
3. For each identified program, develop and publish a program description, operating procedures, and goals / objectives.	30 days in advance of operational start date
4. Identify required learning and professional development for staff in each respective program and map out a timeline to fulfill said training over the course of one calendar year.	June 2024
5. Educate Timberlane staff and community on all start-up programming.	within 30 days of operational start date



# PERSONNEL GOAL 5

## Goal 5: Partnerships

The Timberlane Regional School District will continue to seek, develop, and sustain partnerships with outside organizations that can immediately, in the short-term and in the long-term, increase the personnel resources of the district, as measured by completion of the following tasks:

Task	End Date
1. Identify all current partnerships specific to staffing and the needs they fill.	August 1, 2023
2. Develop a list of areas of need by school building and potential community partners that may fill those respective needs.	January 1, 2024
3. Examine the volunteer policy and procedures and task each building principal with reaching a proportional target of their student enrollment to secure regular volunteers.	June 1, 2024
4. Explore and share a set of recommendations to the Superintendent specific to partnering with surrounding schools and districts to benefit the academic achievement and social / emotional well-being of Timberlane students.	January 1, 2025
5. Develop a system through human resources to notify, attract, and partially retain retiring staff to remain connected to Timberlane to either work directly with students or provide professional development to staff.	January 1, 2024



# COMMUNITY, CONNECTIONS, AND COMMUNICATION

Community, connections, and communication is at the heart of a cohesive school district. Members of the school community thrive socially and academically on connections and relationships. We believe the schools of Timberlane Regional School District should serve as the community hub. In order to maintain a positive relationship with its constituents, Timberlane Regional School District is committed to engaging in consistent communication with its stakeholders, fostering a relationship of transparency and trust.

Currently, the district utilizes many tools for communicating out to stakeholders. These include:

- Social media (Facebook, Twitter, and Instagram): The district and each school have their own accounts in all three social media applications.
- Emails, texting, and robo phone call abilities through School Messenger to both TRSD families and staff groups.
- District and schools websites that house information such as the calendars of events, documents, departmental (transportation, food service, technology, etc.) information, and postings of events and school happenings.
- The TEN (Timberlane Educational Network) cable channel that is broadcast on local cable providers in all four towns.
- In addition to the above means of communication, school closings and delays are posted on WMUR, as well as several Boston Channels.
- PowerSchool parent and student application: This app, available on both Apple and Android platforms, provides information on student schedules and assignments at grades 6-12 as well as attendance and report card information for all grades.
- PickUp Patrol: An app that parents use to communicate student absences, tardiness, and school plan changes with each school.
- Livestream and Vimeo streaming services: The district uses Livestream for live events including student concerts, parent informational nights, school board and budget committee meetings and more. Vimeo is used to archive these videos in appropriate categories and provides closed captions and varied speed playback.
- Smugmug: This is an online application used to store school and district wide pictures of student centered and other events.
- Survey tools such as Thought Exchange, Google Forms, and Survey Monkey are used to provide targeted feedback on a number of areas for all TRSD stakeholders.



# COMMUNITY, CONNECTIONS, AND COMMUNICATION OBJECTIVE

The Timberlane Regional School District is committed to building connections by increasing two-way communication in order to foster a positive, supportive school community.



# COMMUNITY, CONNECTIONS, AND COMMUNICATION, GOAL 1

## Goal 1: Two-Way Communication

The Timberlane Regional School District will increase connection with its stakeholders through frequent, transparent two-way communication to ensure all voices are heard, as measured by completion of the following tasks:

Task	End Date
1. Work in collaboration with local agencies to develop a plan to create a unified approach with communication around appropriate events.	June 2025
2. TRSD administration and PTAs will collaborate to encourage engagement with district families and create coordinated support of community events.	Beginning in August, 2023 and ongoing
3. Develop a coordinated plan to message families and increase the opportunity for two-way communication.	June 2024
4. Increase the usage of a two-way communication tool and further explore opportunities to elicit on-going feedback and questions.	June 2024



# COMMUNITY, CONNECTIONS, AND COMMUNICATION, GOAL 2

## Goal 2: District as Community Hub

The Timberlane Regional School District will serve as the hub of the community, providing opportunities for engagement, educational and social programming for families, and supporting the overall well-being of all community members, as measured by completion of the following tasks:

Task	End Date
1. Develop a plan to create and manage community partnerships to increase opportunities for students.	June 2024
2. Determine educational and social needs to establish programming for families.	June 2025
3. Create a Timberlane Community Advisory Forum and focus on ways to increase attendance and create extensions of learning through a variety of means.	January 2024



# COMMUNITY, CONNECTIONS, AND COMMUNICATION, GOAL 3

## Goal 3: Measures of Recognition

The Timberlane Regional School District will boost its recognition of student and staff accomplishments and achievements, as measured by completion of the following tasks:

Task	End Date
1. Utilize a consistent plan/approach district-wide to highlight school events, in addition to student and staff accomplishments and achievements both in and outside of Timberlane.	December 2023
2. Investigate ways to create more effective and engaging communication, including ways to make communication more student driven.	June 2024
3. The TRSD SAU Administration and School Board will commit to focusing on student accomplishments and the schools themselves during board meetings.	August 2023



# COMMUNITY, CONNECTIONS, AND COMMUNICATION, GOAL 4

## Goal 4: Increased Engagement

The Timberlane Regional School District will increase the engagement for diverse and underrepresented populations within the community to ensure equal access to educational opportunities, as measured by completion of the following tasks:

Task	End Date
1. TRSD will identify the diverse and underrepresented populations within the community.	June 2024
2. Once identified, TRSD will determine a plan to best engage with these populations by pinpointing challenges and creating measures of support.	December 2024
3. TRSD will provide opportunities for these populations to share experiences, cultures, and perspectives.	December 2025



# FACILITIES AND LEARNING ENVIRONMENTS

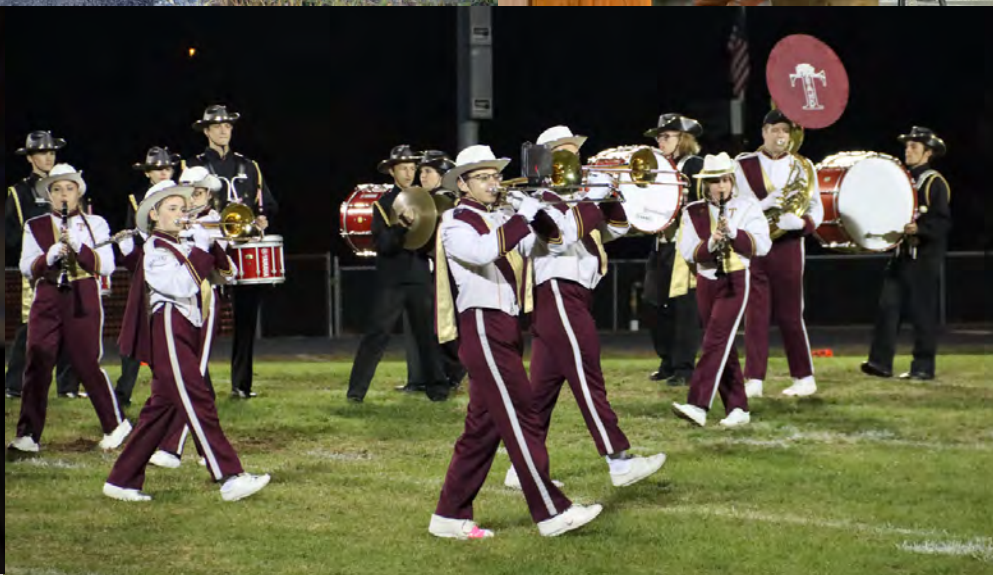
Building	Constructed	Approximate Size	Features
Atkinson Academy	Constructed in 1803; Major renovations completed in 1964, 1980, 1987, 2000, and 2007	65,000 square feet situated on 10 acres	Serves Pre-K-5; Heated using oil and has a 30 amp, three-phase electrical feed from Unitil.
Danville School	Constructed in 1960; Major renovations completed in 1987 and 2000	46,000 square feet situated on 15 acres	Serves Pre-K-5; Heated using oil and has a 30 amp three-phase electrical feed from Unitil. A back-up generator was recently installed.
Pollard School	Constructed in 1912; Major renovations completed in 1965, 1987, 1995, and 2000	73,000 square feet on a 30 acre site on Main Street in town	Serves Pre-K-5; Heated using natural gas fuel from Unitil and has a 30 amp three-phase electrical feed from Unitil.
Sandown Central / Timberlane Learning Center	Constructed in 1954; Major renovations completed in 1965, 1972, 1977, 1987, 2000, and 2001	38,000 square feet situated on 5 acres	District-wide preschool program; Sandown Pre-K-K; The kitchen is not in service Meals are prepared at and transported from Sandown North. Heated using oil, and has a 30 amp, three-phase electrical service provided by Eversource.
Sandown North	Constructed in 2000	55,000 square feet situated on 28 acre site	Serves grades 1-5; The building is heated using oil, and has a 30 amp three-phase electrical feed provided by NH Electric Co-op.

# FACILITIES AND LEARNING ENVIRONMENTS

Building	Constructed	Approximate Size	Features
<p>Timberlane Performing Arts Center</p>	<p>Constructed in 2001</p>	<p>30,000 square feet situated on 90-acre site shared by the SAU Office, TRMS, TRHS, and PAC; approximately 30 acres used for athletic fields</p>	<p>Serves all grades and is a community hub; Auditorium seats over 900; 240 seats are on rotating turntable that allows separate Recital Hall; Houses practice rooms for music and drama classes; Heat is provided from the boiler plant at the High School. Electrical service is a three-phase service.</p>
<p>Timberlane Regional Middle School</p>	<p>Constructed in 1975; Major renovations completed in 1975, 1987, 1996, and 2000</p>	<p>135,000 square feet situated on 90-acre site shared by the SAU Office, TRMS, TRHS, and PAC; approximately 30 acres used for athletic fields</p>	<p>Serves grades 6-8; Heated using natural gas fuel from Unitil and has a three-phase electrical feed from Unitil.</p>
<p>Timberlane Regional High School</p>	<p>Constructed in 1966; Major renovations completed in 1975, 1987, 1995, and 2001</p>	<p>125,000 square feet situated on 90-acre site shared by the SAU Office, TRMS, TRHS, and PAC; approximately 30 acres used for athletic fields</p>	<p>Serves grades 9-12; Heated using natural gas fuel and has a three-phase electrical feed that serves the current demand.</p>

# FACILITIES AND LEARNING ENVIRONMENTS OBJECTIVE

This strategic plan will highlight the significant facility needs while providing a path to address the many inadequacies in order to create learning environments that meet both current and future educational needs for all Timberlane students.



# FACILITIES AND LEARNING ENVIRONMENTS GOAL 1

## Goal 1: Facilities Master Plan

Develop a long range Facilities Master Plan to address PK-12 building deficiencies, educational program planning, and athletic program needs. This plan will serve and guide, the Timberlane community for the next twenty years and include major renovation and construction, and capital projects, as measured by completion of the following tasks:

Task	End Date
1. Review all documents and assessments ascertained by the district regarding facility needs including but not limited to: <ul style="list-style-type: none"><li>• NEASC concerns from 2017-2018</li><li>• Facility based items not addressed in the 2009-2015 and 2016-2022 Strategic Plans</li><li>• EEI Assessments</li></ul>	Jan. 1, 2024
5. Highlight the current status of the facilities and learning environments in the seven schools and the district offices.	Jan. 1, 2024
6. Provide evidence of educational space needs and how we meet or do not meet these needs. (How do we want the learning environment to look?)	Jan. 1, 2024
7. Prioritize short and long term projects and build the projects into the budget / Capital Improvement process.	Jan. 1, 2024



# FACILITIES AND LEARNING ENVIRONMENTS GOAL 2

## Goal 2: Community Outreach and Support

Obtain community support for the Facilities Master Plan, Strategic Plan, and Capital Improvement Plan through effective communication and an engaging partnership throughout the process, as measured by completion of the following tasks:

<b>Task</b>	<b>End Date</b>
1. Interview TRSD educational leadership (principals, assistant principals, directors, etc.) to solicit input on building needs and facilities planning.	December 2023
2. Involve community members in a Facilities Advisory Committee (Or some other committee name) to get buy-in from the community.	June 2024
3. Educate the community about proposed building projects, the current state of the specified facility, and how these projects will improve the student experience in learning and/or extracurricular activities.	Ongoing, in connection with each project

# FACILITIES AND LEARNING ENVIRONMENTS GOAL 3

## Goal 3: Plan Implementation

Define a path to implement renovations/new construction to address the identified needs, as measured by completion of the following tasks:

Task	End Date
1. Increase community awareness of the current situation in order to raise the necessary funds to support the needs.	2028
2. Understand the tax implications for the various towns and how that will impact the passing of the projects.	2028
3. Investigate how other NH districts had their school projects passed. "How was it marketed to the community?"	2028
4. Explore ways to finance facility projects to lessen the impact upon constituents within the four towns including, but not limited to: <ul style="list-style-type: none"><li>• Grants,</li><li>• State Building Aid</li><li>• Review the Articles of Agreement between the four towns.</li></ul>	2028





## TRSD POLICY COMMITTEE'S RECOMMENDATIONS TO THE SCHOOL BOARD

June 1, 2023

### Second Read/Adoption

Policy	Changes/Recommendations
GBCE: Training and Information Relative to Child Sexual Abuse Prevention	New policy recommended by NHSBA.
IJOC: Volunteers	Added "Volunteer Termination" and limited access to certain spaces.

<b>Timberlane Regional School District</b>	<b>Policy Code: GBCE</b>
<b>Adopted:</b>	<b>Page 1 of 1</b>

## **Training and Information Relative to Child Sexual Abuse Prevention**

The Superintendent shall require that every employee, designated volunteer or other person whose position requires a criminal history records check under RSA 189:13-a, and/or is a “covered employee” as defined in Board policy GBCE is provided with informational materials, training, or other education, either online or in person, concerning child sexual abuse prevention, sexual assault and harassment policy training, warning signs of child abuse, and reporting mandates. Such training shall be completed within 30 days of employment and renewed every 2 years for all such employees, designated volunteers and other persons.

**Legal References:**

*RSA 169-C:29-39, Reporting Law*

*RSA 189:13-a, School Employee and Designated Volunteer Criminal History Records Check*

*RSA 189:72, Child Abuse or Neglect Information*

*RSA 193-D:4, Safe School Zones, Written Report Required*

*NH Code of Administrative Rules, Ed 306.04(a)(10), Reporting of Suspected Abuse or Neglect*

*NH Code of Administrative Rules, Code of Conduct for NH Educators, Ed 510.05(e), Duty to Report*

<p><b>Timberlane Regional School District</b></p>	<p><b>Policy Code: IJOC</b></p>
<p><b>Adopted: 07-22-99</b>  <b>Revised: 02-24-05</b>  <b>Revised: 05-20-10</b>  <b>Revised: 10-20-11</b>  <b>Revised: 09-06-18</b>  <b>Revised:</b></p>	<p><b>Page 1 of 2</b></p>

## VOLUNTEERS

The District recognizes the valuable contribution made to the total school program through the volunteer assistance of parents and other citizens. The Superintendent or his/her designee shall be responsible for developing and implementing procedures for the utilization of volunteers. School district employees who desire the assistance of a volunteer should request a volunteer through proper administrative channels.

### Designated Volunteers

Designated volunteers will be required to undergo a background investigation and a criminal records check. "Designated volunteer" means any volunteer who:

1. Comes in direct contact with pupils without the presence of a professional staff member;
2. Meets regularly with students;
3. Meets with students on a one-on-one basis;
4. Serves as a chaperone on a school trip;
5. Any other volunteer so designated by the School Board or Superintendent.

Designated volunteers are subject to the provisions of Policy GBCD – Background Investigation and Criminal Records Check.

### Volunteer Duties

Selected volunteers will serve in the capacity of assistants and not be assigned to roles which require specific professional training. Instructional services shall be rendered under the supervision of certified staff.

All volunteers will sign a confidentiality agreement, and refrain from discussing the performance or actions of a student except with the student's teacher, counselor, Principal, or other school district who has a legitimate educational purpose for discussing such information. The confidentiality agreement is included as appendix IJOC-R.

Assignments shall be limited to assisting staff members with duties such as routine supervisory, tutorial, clerical, housekeeping and material preparation tasks. Assignment shall be limited to **access of certain spaces and to** situations that may be supervised by a ~~certificated~~ **certified** staff person.

In some instances, volunteers may perform clerical and material preparation tasks away from the school site.

Volunteers with special talents, hobbies or experiences may share those with students on a scheduled basis in a suitable educational setting.

<p><b>Timberlane Regional School District</b></p>	<p><b>Policy Code: IJOC</b></p>
<p><b>Adopted: 07-22-99</b>  <b>Revised: 02-24-05</b>  <b>Revised: 05-20-10</b>  <b>Revised: 10-20-11</b>  <b>Revised: 09-06-18</b>  <b>Revised:</b></p>	<p><b>Page 2 of 2</b></p>

Volunteers will refer to their immediate supervisor or other regular staff member for final solution of any student problems which arise, whether of an instructional, medical or operational nature.

Volunteers will receive orientation, including (1) general job responsibilities; (2) information about school facilities, routines, and procedures, including safety and evaluation; (3) work schedule and place of work; and (4) expected relationship to regular staff.

Volunteers will receive appropriate training at the building level, consistent with their tasks and existing District standards. This training shall be developed under the leadership of the Principal in consultation with the volunteer coordinator.

Volunteer Termination

Volunteers serve at the pleasure of the District. Except as may be provided in an individual volunteer’s agreement, services of a volunteer may be terminated, without notice, at any time when circumstances in the judgment of the supervising administrator warrant termination.

Coaches

Volunteer coaches of individual sports must be certified in that sport and be in compliance with the standards set by NHIAA.

See also policy ABA.

Legal Reference:

*RSA 189:13-a, School Employee Volunteer Background Investigations*

## Job Postings

JobId	Category	Position Type	Additional Title	Location	Closing Date	Date Available	Date Posted	For Fiscal Year	Time To Fill	AppCount
<b>Elementary School Teaching</b>										
4650	Elementary School Teaching	Primary - Grades 1, 2, 3	Anticipated ELA Instructional Coach	The Learning Center at Sandown Central	Open until filled	8/22/2023	5/24/2023	2023-2024		1
4646	Elementary School Teaching	Primary - Grades 1, 2, 3	Elementary Classroom Teacher - Grade 1 cc15	Atkinson Academy	Open until filled	8/22/2023	5/24/2023	2023-2024		2
4640	Elementary School Teaching	Primary - Grades 1, 2, 3	Elementary Classroom Teacher - Grade 1 cc43	Danville Elementary	Open until filled	8/22/2023	5/19/2023	2023-2024		5
4628	Elementary School Teaching	Primary - Grades 1, 2, 3	Elementary Classroom Teacher - Grade 3 cc87	Sandown North	Open until filled	8/22/2023	5/12/2023	2023-2024		12
4622	Elementary School Teaching	Kindergarten	Full Time Pre-K Teacher cc2391	Atkinson Academy	Open until filled	8/15/2023	5/8/2023	2023-2024		16
4620	Elementary School Teaching	Music - Band	Elementary Music Teacher - Band cc1204	Pollard School	Open until filled	8/22/2023	5/5/2023	2023-2024		19
4601	Elementary School Teaching	Primary - Grades 1, 2, 3	Elementary Classroom Teacher - Grade 1 cc18	Sandown North	Open until filled	8/22/2023	4/19/2023	2023-2024		35
4603	Elementary School Teaching	Primary - Grades 1, 2, 3	Elementary Classroom Teacher - Grade 3 cc 2	Sandown North	Open until filled	8/22/2023	4/19/2023	2023-2024		35
4540	Elementary School Teaching	Physical Education	Physical Education/Health Teacher cc 512	Sandown North	Open until filled	8/22/2023	1/20/2023	2023-2024		124
<b>High School Teaching</b>										
4643	High School Teaching	Business Education	Business/Technology Teacher cc162	Timberlane Regional High School	Open until filled	8/22/2023	5/19/2023	2023-2024		5
4629	High School Teaching	English	High School English Teacher	Timberlane Regional High School		8/22/2023	5/12/2023	2023-2024		12
4624	High School Teaching	World Language - Spanish	High School Spanish Teacher cc193	Timberlane Regional High School	Open until filled	8/22/2023	5/9/2023	2023-2024		15
4621	High School Teaching	Science - Physical Science	High School Physical Science Teacher cc644	Timberlane Regional High School	Open until filled	8/23/2023	5/5/2023	2023-2024		19
4599	High School Teaching	Art Teacher	High School Art Teacher cc2176	Timberlane Regional High School	Open until filled	8/22/2023	4/19/2023	2023-2024		35
<b>Middle School Teaching</b>										
4653	Middle School Teaching	Science	Anticipated Science Teacher - Grade 6	Timberlane Regional Middle School	Open until filled	8/22/2023	5/24/2023	2023-2024		0
4649	Middle School Teaching	Social Studies	Anticipated Social Studies Teacher - Grade 7	Timberlane Regional Middle School	Open until filled	8/22/2023	5/24/2023	2023-2024		2
4553	Middle School Teaching	Physical Education	Physical Education/Health Teacher cc 926	Timberlane Regional Middle School	Open until Filled	8/22/2023	1/20/2023	2023-2024		124
<b>Special Education</b>										
4652	Special Education	Speech and Language Pathologist	Anticipated Speech Language Pathologist cc1	Timberlane Regional Middle School	Open until filled	8/22/2023	5/24/2023	2023-2024		0
4647	Special Education	Special Education Teacher	Special Education Teacher cc199	Timberlane Regional High School	Open until filled	8/22/2023	5/24/2023	2023-2024		0
4644	Special Education	Special Education Teacher	Anticipated Special Education Teacher cc1105	Danville Elementary	Open until filled	8/22/2023	5/19/2023	2023-2024		5
4639	Special Education	Special Education Teacher	Special Education Teacher cc1300	Timberlane Regional High School	Open until filled	8/22/2023	5/19/2023	2023-2024		5
4638	Special Education	Special Education Teacher	Special Education Teacher cc2229	Timberlane Regional High School	Open until filled	8/22/2023	5/19/2023	2023-2024		5
4642	Special Education	Special Education Teacher	Special Education Teacher cc2376	Pollard School	Open until filled	8/22/2023	5/19/2023	2023-2024		5
4641	Special Education	Special Education Teacher	Special Education Teacher cc747	Pollard School	Open until filled	8/22/2023	5/19/2023	2023-2024		5
4637	Special Education	Pre-K Teacher Early Childhood Spec Ed	Preschool Teacher cc1444	The Learning Center at Sandown Central	Open until filled	8/22/2023	5/18/2023	2023-2024		6
4635	Special Education	Speech and Language Asst.	Speech Language Assistant cc #632	Danville Elementary	Open until filled	8/23/2023	5/16/2023	2023-2024		8
4627	Special Education	Special Education Teacher	Special Education Teacher cc1234	Danville Elementary	Open until filled	8/22/2023	5/11/2023	2023-2024		13
4609	Special Education	Speech and Language Pathologist	Speech Language Pathologist cc 212	Pollard School	Open until filled	8/22/2023	4/21/2023	2023-2024		33
4604	Special Education	Special Education Teacher	Special Education Teacher cc 1032	Timberlane Regional High School	Open until filled	8/22/2023	4/19/2023	2023-2024		35
4605	Special Education	Speech and Language Pathologist	Speech Language Pathologist cc 2218	Timberlane Regional High School	Open until filled	8/22/2023	4/19/2023	2023-2024		35
4651	Special Education	Special Education Teacher	Anticipated ELA Instructional Coach	The Learning Center at Sandown Central	Open until filled	8/22/2023	1/20/2023	2023-2024		1
4545	Special Education	Special Education Teacher	Special Education Teacher cc 1231	Timberlane Regional High School	Open until Filled	8/22/2023	1/20/2023	2023-2024		124
4316	Special Education	Special Education Teacher	Special Education Teacher cc 309	Sandown North	Open until filled	9/24/2022	9/24/2022	2023-2024		394
4506	Special Education		RBT cc 1428	Timberlane Regional Middle School	Open until filled	as soon as possible	9/13/2022	2022-2023		253
4344	Special Education	Psychologist	School Psychologist - Part Time .6 Position cc	Timberlane Regional School District	Open until filled	as soon as possible	5/19/2022	2022-2023		370
4330	Special Education	Behavior Specialist	BCBA/Behavior Specialist cc 2574	Timberlane Regional School District	Open until filled	8/22/2023	5/3/2022	2022-2023		386
4228	Special Education	Special Education Teacher	Special Education Teacher/Evaluator cc 1902	Timberlane Regional School District	Open until filled	8/22/2023	3/9/2022	2022-2023		441
<b>Student Services</b>										
4648	Student Services	School Counselor	Anticipated School Guidance Counselor	Timberlane Regional Middle School	Open until filled	8/22/2023	5/24/2023	2023-2024		0
4623	Student Services	School Nurse	School Nurse	Sandown North	Open until filled	8/22/2023	5/8/2023	2023-2024		16
4565	Student Services	School Counselor	.5 Elementary School Guidance Counselor cc2	The Learning Center at Sandown Central	Open until filled	8/22/2023	2/17/2023	2023-2024		96